

PERSONAL AND SITUATIONAL VARIABLES INFLUENCING THE  
CAREER SUCCESS OF BLACK WOMEN IN SOCIAL WORK ADMINISTRATION

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ABSTRACT  
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PERSONAL AND SITUATIONAL VARIABLES INFLUENCING THE CAREER  
SUCCESS OF BLACK WOMEN IN SOCIAL WORK ADMINISTRATION

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The primary purpose of this study was to examine the relationship between the career success of black women in social work administration and their: (1) job involvement, (2) career aspirations, (3) achievement motivation, (4) support for career advancement from work associates, (5) selected demographic characteristics, and (6) selected work history characteristics. A secondary purpose of the study was to delineate a composite profile of black women in social work administration, notably women who had been the most successful in advancing in their careers.

A descriptive-correlational research design was employed in the study. The data were collected using a mailed questionnaire, developed the researcher, from 271 black female administrators who were members of the National Association of Social Workers, Inc. The study included hypotheses testing that proposed statistically significant relationships between the career success of black female social work administrators and the above noted personal and situational variables. Data

were analyzed using bivariate and multivariate correlation statistical procedures.

The results indicated that situational variables were more directly related to career success than personal variables. There was a direct relationship at a significant level between achievement motivation (personal variable), job involvement and work history characteristics (situational variables) and career success. Of the work history characteristics examined, rank of first management position was the best predictor of career success. There was an inverse relationship at a significant level between the work history characteristic of number of years employed in current organization and career success. Profiles were presented of the typical black woman in social work administration and the black female administrator who had been the most successful in advancing in her career. The implications of the findings for social work practitioners, educators and social service organizations were discussed.

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## CHAPTER I

### INTRODUCTION

While recent data on women's occupational status indicate that more females than in the previous decade are employed as administrators in public and private organizations, the number of women in upper management is still small. Investigators have identified a number of barriers that limit women's success in obtaining and advancing in administrative positions. These barriers include women's early socialization experiences that often result in needs and behaviors which are different from those valued or required for career advancement. Other barriers involve sex-role stereotyping, discrimination in promotion, and organizational policies and structures that hamper women's mobility (Horner, 1968; Hennig and Jardim, 1977; Harlan and Weiss, 1981; Weick and Vandiver, 1982; Shakeshaft, 1986; Powell, 1988).

Although studies reporting women's lack of upward mobility in organizations have usually been based on the employment experiences of females in male-dominated occupations, the underrepresentation of women in management in traditionally female-intensive professions, notably social work, is well-documented (Bolin, 1973; Szakacs, 1977; Chernesky, 1980; Pierson, 1982). For example, even though two-thirds of social work professionals are women, men occupy two-thirds of all positions in social work administration (Chernesky, 1980).

Research on factors related to the career success of female managers has generally focused on white women in business and higher education. Few studies have examined the careers of professional black women, and some of them present conflicting and rather inconclusive findings concerning variables influencing their career success. Malveaux and Wallace (1987) suggest that black women may experience a double disadvantage, often referred to as "double jeopardy", in the labor market which further limits their mobility because of their status as women and as minority group members. On the other hand, Epstein (1973) maintains that black women, as "double minorities" with an advantageous dual status, have better opportunities for entry and mobility in the workplace than other workers.

While it is recognized that not all women in any profession want to become administrators, questions do arise concerning those black women who become managers in historically female-dominated occupations, specifically social work. What personal and situational variables are associated with the career success of black female social work administrators? Are these variables the same as those cited in the literature as contributing to the career success of managers in other fields, regardless of race and/or gender?

### Purpose of the Study

The primary purpose of this study was to examine the relationship between the career success of black female social work administrators and their: (1) achievement motivation, (2) career aspirations, (3) job involvement, (4) support for career advancement from work associates, (5) selected demographic characteristics, and (6) selected work history characteristics. A secondary purpose of the study was to delineate a composite profile of black women in social work administration, notably black females who had been the most successful in advancing in their careers.

### Theoretical Framework

The conceptual framework that undergirded the study was based on two theories that were considered consistent with an ecological perspective of occupational achievement: status attainment theory (Blau and Duncan, 1967) and human capital theory (Becker, 1975). Both theories provided a context for developing hypotheses to test in this investigation and served as the theoretical basis for interpreting the study's findings.

The ecological perspective, as originally formulated by sociologists at the University of Chicago, emphasizes the complex relationship that exists between an individual and the historical and environmental influences that impinge upon and are, in turn, shaped by the individual. This perspective focuses on how people and their environment interact, shape

and accommodate each other. When viewed from an ecological perspective, accomplishing any developmental task, including occupational achievement, is a function of both an individual's "nature", or the inherited personal capabilities that are brought to a situation, and an individual's "nurture", or those abilities that are acquired and reinforced through continuous interaction with the environment. Since nature and nurture can work either together or in opposition, the degree of success obtained by a person in any endeavor, including developing and advancing in a career, is dependent on the interplay of these two forces.

Several disciplines have studied careers: vocational and industrial psychology, economics and sociology. Scholars from these fields offer a variety of explanations of occupational achievement. However, among those reviewed, both status attainment theory and human capital theory appeared to provide a well-developed theoretical rationale for both identifying and examining factors that were the focus of this study. From an ecological perspective, status attainment theory and human capital theory present views of how the personal attributes of people (nature) and their experiences (nurture) influence career outcomes at different points during the life cycle.

According to the status attainment theory, people have multiple and often competing roles during their lives (Duncan, Featherman and Duncan, 1972). Achievement in any of these roles, particularly those required for career success,

has antecedents in an individual's early background and then later socioeconomic consequences for his or her occupational status and earnings. Thus, a person's career success is influenced by the socioeconomic life cycle, and is comprised of successive linkages between an individual's family background, ability, school performance, the transition from school to work, and establishment of a family.

Human capital theory maintains that career advancement is largely a function of how hard one works and the ability, education and training that one possesses. Ability, education and training are viewed as human capital that an individual can increase. An individual can influence the organizational rewards he or she receives because these rewards are based on the person's productivity. A person determines his or her productivity and can change his or her productive capacity by making the investment needed to acquire new human capital, such as education or work experience.

Human capital theory also contends that advancement opportunities exist for any person who is willing to make the investments required. It assumes that an individual can choose: whether and how much one will invest to advance in a career; how much effort one will expend; and, how much one will sacrifice to succeed. Thus, according to this theory, no barriers exist for the capable person who elects to make the sacrifices required to obtain those resources needed to be successful in a career.

In summary, status attainment theory and human capital theory maintain that the resources which a person brings into the work setting (e.g., one's education, training, drive and prior work experience) are important determinants of career success. When viewed from an ecological perspective, the environment itself can also provide resources that assist an individual to advance in a career.

Unfortunately, both status attainment and human capital theory may fail to adequately consider the impact of some factors on women that might uniquely shape their careers and create inequities which restrict or block their career advancement. These factors include sexism, the occupational sex segregation of females into low status jobs with few advancement opportunities, and family obligations that often prevent women from fully developing their career potential.

Thus, it was recognized that the theories which were combined to serve as a framework for the study could have limitations and might not permit an understanding of some of the realities and problems experienced by professional women in the workplace. Nevertheless, the framework selected for the study was believed to generally provide an appropriate context for examining the relative influence of selected personal and situational factors on the career success of black women in social work administration.



## Research Questions and Hypotheses

The following hypotheses were tested to address the study's purposes. The .05 level of significance was the criterion for accepting or rejecting the stated hypotheses.

RESEARCH QUESTION #1: What is the relative influence of selected personal variables on the career success of black women in social work administration? Specifically, is there a relationship between achievement motivation, career aspirations, and certain demographic characteristics and the career success of black female social work administrators?

### Hypotheses

1H<sub>0</sub>: There will be no statistically significant correlation between career success and achievement motivation among black female social work administrators. H<sub>1</sub>: There will be a statistically significant correlation between the career success of black female social work administrators and their achievement motivation.

2H<sub>0</sub>: There will be no statistically significant correlation between career success and career aspirations among black female social work administrators. H<sub>2</sub>: There will be a statistically significant correlation between the career success of black female social work administrators and their career aspirations.

3H<sub>0</sub>: There will be no statistically significant correlation between career success and demographic characteristics of (1) age, (2) marital status, (3) number of children, (4) level of formal education, and (5) management training, particularly number of workshops/seminars, among black female social work administrators. H<sub>3</sub>: There will be a statistically significant correlation between the career success of black female social work administrators and their demographic characteristics of (1) age, (2) marital status, (3) number of children, (4) level of formal education, and (5) management training, particularly number of workshops/seminars.

RESEARCH QUESTION #2: What is the relative influence of selected situational variables on the career success of black women in social work administration? Specifically, is there a relationship between job involvement, support for career advancement from work associates, and certain work history characteristics and the career success of black female social work administrators?

### Hypotheses

4H<sub>0</sub>: There will be no statistically significant correlation between career success and job involvement among black female social work administrators. H<sub>4</sub>: There will be a statistically significant correlation between the career success of black female social work administrators and their job involvement.

5H<sub>0</sub>: There will be no statistically significant correlation between career success and support for career advancement from work associates among black female social work administrators. H<sub>5</sub>: There will be a statistically significant correlation between the career success of black female social work administrators and their support for career advancement from work associates.

6H<sub>0</sub>: There will be no statistically significant correlation between career success and work history characteristics of (1) number of social welfare organizations in which employed since college, (2) number of upward career moves among last five positions, (3) number of career interruptions, (4) rank of first management position in social welfare, and (5) length of employment with current social welfare organization among black female social work administrators. H<sub>6</sub>: There will be a statistically significant correlation between the career success of black female social work administrators and their work history characteristics of (1) number of social welfare organizations in which employed since college, (2) number of upward career moves among last five positions, (3) number of career interruptions, (4) rank of first management position in social welfare, and (5) length of employment with current social welfare organization.

RESEARCH QUESTION #3: What is the composite profile of black female social work administrators, most notably black women who have attained a high level of career success? Demographic and work history data were used to develop: (1) a profile of the total study sample and (2) a profile of black women in social work administration who had been the most successful in advancing in their careers.

#### Significance of the Study

Little is known about the factors that influence the career success of women in human service related occupations. When it comes to information on what factors contribute to the career success of black women in social work administration, data are even more limited. It was anticipated that the results of the study would:

1. Contribute to the body of knowledge in the area of black women in social work administration;
2. Identify personal and situational strategies that might be used to increase the career success of black female managers in social welfare agencies; and,
3. Suggest individual and organizational interventions to increase the advancement opportunities and career success of other minority female managers who, like black professional women, may face barriers due to their gender and race when they attempt to move to higher administrative levels.

### Assumptions of the Study

In conducting this study, it was assumed that:

1. A variety of complex and interconnected personal and situational variables may influence the career success of black women and women in general in social work.
2. Variables associated with black women's career success in social work are similar to those variables which influence the career success of other women in social work and women in other professions.
3. That more women, including black women, would move into administrative positions in social work and obtain higher level administrative positions if the variables influencing their career success were known.

### Limitations of the Study

Inherent in the study were the following limitations:

1. Since the study sample was selected from a list of black women managers who were members of a professional social work association, the ability to generalize the findings is limited to similar groups and to the extent to which the sample is representative of black female social work administrators.
2. A small number of administrative positions are held by black women within the field of social work, thus limiting the potential size of the study sample.
3. Data were self-reported, and therefore the validity and reliability of the information were dependent upon the respondents' ability to accurately and honestly recall and report events and perceptions.

## Definition and Operationalization of Key Study Terms

Achievement Motivation: The desire to do things well and to exceed some standard of accomplishment in order to achieve one's goals. In the study, this concept was operationally defined by a woman's responses on the Need for Achievement Subscale of the Manifest Needs Questionnaire (Steers and Braunstein, 1976).

Administrative Status: The roles, responsibilities, influence and authority generally associated with a job title, regardless of organizational context, and its relative rank, or location, in the management reporting structure. In this study, ranks in a managerial hierarchy were operationalized, in descending order, as upper, middle and lower level management.

For purposes of the study, the status of a woman's current administrative position was determined by computing her composite score derived from an assessment of the following: (1) her position title, (2) her budget responsibility, 3) size of her employing organization, 4) her management rank, and 5) her position in the management hierarchy.

Black Female Administrators: African American women who have at least an undergraduate degree in social work and who are employed in administrative positions in social welfare organizations where they set broad policies, exercise overall responsibility for implementation of these policies, and direct departments, sections or units.

Career: A combined series of jobs in one or more agencies or organizations involving systematic educational and work-related experiences which generally lead to increasingly more responsible roles and activities in an occupation over the course of an employee's life.

Career Advancement: Movement into an administrative position and movement upward into increasingly higher positions within a managerial hierarchy. A single global measure was used in the study to assess a woman's degree of overall satisfaction with how her career had advanced at the time of the study.

Career Aspirations: An employee's desired or expected career outcomes, usually based on continual assessment of: 1) her opportunities for advancement, 2) her skills and abilities, and 3) her career-related interests and desire to acquire certain

organizational rewards, such as a larger salary, more power, increased recognition and respect from colleagues, and more freedom to select projects.

A measure developed for this study was used to determine the verticality of a woman's career aspirations, that is her desire to advance upward to higher status management positions, since obtaining her first professional position.

Career Development: The sum total of what happens to the employee during her career, irrespective of her career aspirations and her efforts to plan and influence career outcomes.

Career Success: The attainment of a position at the upper levels of the management hierarchy that involves key administrative roles and responsibilities, and results in greater organizational rewards, job satisfaction, and the realization of vertical career aspirations for the employee.

In this study, the career success of each black female social work administrator was determined by computing her composite score on eight measures:

- (1) degree of satisfaction with career advancement;
- (2) degree of satisfaction with current job;
- (3) status of current administrative position, as indicated by:
  - (a) position title,
  - (b) budget responsibility,
  - (c) size of employing organization,
  - (d) management rank,
  - (e) position in the management hierarchy; and,
- (4) salary level.

Demographic Variables: For purposes of this study, selected personal variables which were operationalized as follows: (1) age, (2) marital status, (3) number of children, (4) level of formal education, and (5) management training, particularly the number of management workshops/seminars.

Job Involvement: The degree to which a woman identifies with her job and perceives her work to be an important part of her self-image, operationally defined in the study by responses to Kanungo's Job Involvement Scale (1982).

Job Satisfaction: An employee's assessment of her overall liking and acceptance of her work situation, without reference to any specific job facets. In the study, a single global measure was used to determine a woman's perceived degree of contentment with her current position.

Professional Positions: For purposes of this study, jobs a woman has had since receiving her undergraduate degree that require specialized knowledge, skills and academic preparation.

Social Welfare (Social Service) Organization: A voluntary (private, non-profit), proprietary (private, for profit) or governmental agency which provides organized programs, services and/or activities... "that seek to prevent, alleviate, or contribute to the solution of recognized social problems, or to improve the well-being of individuals, groups or communities" (NASW, 1971, p. 1446).

In this study, the terms "social service organization" and "social service agency" were used interchangeably to refer to a social welfare organization.

Social Work Administration: As noted by Sarri (NASW, 1977, p. 1063), administration in social work is a practice method primarily concerned with the following activities:

- a. translating societal mandates into operational policies and goals to guide organizational behavior;
- b. designing organizational structures and processes through which goals can be achieved;
- c. securing resources in the form of material, staff, clients, and societal legitimation necessary for goal attainment and organizational survival;
- d. selecting and engineering necessary technologies;
- e. optimizing organizational behavior directed toward increased effectiveness and efficiency; and,
- f. evaluating organizational performance to ensure systematic and continuous problem solving.

In this study, the terms "administration" and "management" were used interchangeably, with no distinctions made between these two activities in social welfare organizations.

Support for Career Advancement: Verbal and/or nonverbal information, advice, tangible aid or action provided by work associates during one's career which is perceived to have beneficial emotional, social and/or behavioral effects in advancing the recipient's career. The extent to which each woman perceived that she had received such support from her work associates was operationalized by her responses on the Edwards and Boyer's Work Environment Inventory (1979).

Work Associates: Persons with whom a woman has worked during her career, defined in this study as her supervisors and other superiors, peers and subordinates.

Work History Variables: For purposes of this study, selected situational variables that were operationalized as follows: (1) number of social welfare organizations in which employed since graduating from college, (2) number of upward career moves among last five positions, (3) number of career interruptions, 4) management rank of first administrative position in a social welfare organization, and 5) length of employment in current social welfare organization.

This chapter introduced the study. After describing the purposes of the study, the chapter discussed the theoretical framework that was used, presented the research questions and hypotheses, identified the significance, assumptions and limitations of the study, and defined key terms.

Chapter II contains a review of literature related to the status of female administrators and variables associated with the advancement of managerial women. Literature specific to factors which contribute to the career success of professional women is discussed.



## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter presents information considered most relevant to the purposes of the study through a review of the empirical and theoretical literature on women in management and factors contributing to their career success. Specific attention was given in the review to prior studies and research findings related to variables influencing the careers and advancement of professional black women.

The literature review is divided into six sections:

(1) Women in Management and the Professions; (2) Women in Social Work Administration; (3) Studies and Profiles of Successful Professional Women; (4) Definition and Measurement of Career Success; (5) Career Success and Women Managers: Personal Variables; and, (6) Career Success and Women Managers: Situational Variables.

#### Women in Management and the Professions

In recent years, there has been a significant increase in the number of women working outside the home. Currently, more than 42 percent of all women in the United States are employed (U.S. Bureau of Labor Statistics, 1984). Even though women have made progress in obtaining jobs previously closed to them, employment data still confirm both the dominance of men in positions of influence and authority in organizations and the

persistent presence of discrimination against women in the workplace.

While more females have entered traditionally male occupations in the last decade, most women still work in female-dominated professions (U.S. Department of Labor, Women's Bureau, 1984). Almost two of every five working women (36.4 percent) in this country are employed in ten occupations: secretary, bookkeeper, sales clerk, cashier, waitress, registered nurse, elementary school teacher, private household worker, typist, and nursing aid. Women comprise 33.6 percent of this nation's total executive, administrative and managerial labor force (U.S. Department of Labor, 1985). It is estimated that white women represent about 25 percent and black women approximately 3.4 percent of these workers. Yet, women in management, like other female professionals, earn less money, enjoy fewer job options, and have lower status as workers than men (Vaudrin, 1983).

Women's access to higher level administrative positions seems to be blocked by what has been aptly termed the "glass ceiling" in many organizations, an invisible yet impenetrable barrier which stands between women and top executive jobs (Hymowitz and Schellhardt, 1986). At the upper levels of management in virtually every field, women are represented in only token numbers. Major leadership roles in business, government and the professions continue to be held almost exclusively by men.

When women do obtain administrative positions, they tend to be concentrated in entry level management jobs in what are considered "female fields" (Shaeffer and Lyndon, 1979). Women represent more than fifty percent of those persons employed in management in the following occupational categories: registered nurses (95.8 percent), librarians (87.3 percent), elementary school teachers (83.3 percent), therapists (76.3 percent), social workers (64.3 percent), psychologists (57.1 percent), and medicine and health managers (57 percent) (U.S. Department of Labor, 1984).

Both majority and minority women face similar barriers in their efforts to obtain and advance in managerial positions (Pierson, 1982). Yet, while all women are disadvantaged compared to men in terms of earnings, occupational status, and job mobility, there have been important differences in the employment orientations and experiences of black and white females.

Unlike white women, black females have always been in the workforce. Black females have a long history of active labor force participation. As Malveaux noted, "work has been so major a part of black women's legacy that it is frequently joked that black women are born with a broom in hand" (1987, p. 7). Despite their longstanding tie to the labor market, most black females have usually been employed in low-paid, unstable positions in the private sector. Only recently has there been a major shift of black females from farm, service

and unskilled labor to clerical and professional employment, the career paths that have traditionally been used by many white women to enter administration and management (Almquist and Wherele-Eihorn, 1978).

Even though employment patterns are changing, black female workers, when compared to employed white women, have usually been represented in large numbers among the ranks of all black professionals. The black female professional, unlike her white counterpart, has apparently experienced less conflict in her dual role of homemaker and worker and has assumed more responsibility for the economic welfare of the family (Epstein, 1973; Gump and Rivers, 1974). Historically, white women have not been expected to share the economic responsibility for the family (Epstein, 1973; Gingsberg et al., 1966).

For black women, working outside the home has been more frequently associated with the survival of a way of life and with the provision of better opportunities for their children (Billingsley, 1965; Benetz, 1974). In contrast to her white counterpart, the employment decisions of the black female have usually been made in the context of career and family, rather than career versus family.

Lastly, unlike white women, black female professionals have been repeatedly described in the literature on women in management in two rather contradictory ways. On the one hand, the black female is often depicted as a recipient of a "double whammy", that is the unique distinction of being a double

minority: both black and female. Her dual status has been viewed as a double disadvantage in the market place because she is subject to racial as well as sexual discrimination in hiring and promotion (Malcolm, et. al, 1975; Almquist and Wherele-Einhorn, 1978; Simpson, 1981; Fox and Hesse-Biber, 1984).

At other times, the black woman has been identified as a "two-fer" who benefits from her dual status in the workplace based on current affirmative action practices in organizations. The assumption associated with this term is that the black woman scores one point because she is black and a second point because she is female. Supposedly, obtaining such double credit gives the black female an advantage over black men and white women in the work world.

Based on her research, Epstein (1973) has consistently supported this contention. For example, in an article titled "Positive Effects of the Multiple Negative: Explaining the Success of Black Professional Women", she reported that black women lawyers and physicians are actually aided in their career pursuits because they are black and female. According to Epstein, one negatively valued status (race) cancels out the effect of the other (sex), creating for the black woman a unique position that is not devalued in the labor market.

In contrast to Epstein's findings, Fulbright (1986) concluded, after interviewing 25 middle and senior-level black female managers from corporations, that black women were not

being promoted more rapidly than other, better qualified employees as a result of affirmative action. In summarizing the data, Fulbright pointed out that:

Black female managers are likely to encounter the same limits to their mobility that anyone, regardless of race and gender, might encounter, and they are likely to encounter limits to their mobility on account of race and sex (p.33).

A few earlier studies have also examined the impact of race and ethnicity on the status of women in the workplace. Potter (1983) reviewed the labor force participation of black and white females to identify differences in their career outcomes. While she reported that black women were more likely to be in the labor force than white women, Potter noted that black women were less likely to have professional positions. However, if a woman had obtained a college degree or better, Potter found little difference in the occupational status of black and white women.

Batts (1979) studied the impact of education on black workers' ability to advance in a Southern urban labor market when compared to whites with similar educational backgrounds. The results indicated that black males did not do as well as white males at all educational levels. While black women did not perform as well as white women, this occurred only at the lower levels of education. Black women with college degrees had incomes comparable to white women, even earning more in some cases. Based on the data, Batts concluded that for blacks

higher education is a prerequisite, but not a guarantee, for securing employment in higher paying occupations. For black women, however, advanced degrees did appear sufficient for upward mobility.

In summary, although female labor force participation has increased greatly in the postwar decades, "the growth in the number of female managers has not been proportional to the overall influx of women in the workforce" (Brown, 1981, p. 14). Women administrators and managers remain in the less powerful and influential positions in organizations, despite forecasts indicating that a greater number of managers will be needed to develop creative solutions for the problems that will exist in organizations in the future (Beer and Spector, 1985). Women represent a largely untapped and potentially invaluable human resource in this regard.

#### Women in Social Work Administration

Social work has historically been a female-dominated profession. In 1981, females represented 63.8 percent of all persons employed as social workers (U.S. Department of Labor, 1984). Despite their numbers, women social workers experience barriers to their career advancement and income inequities similar to those encountered by other female professionals.

As Kadushin (1977, p. 444) has noted, "... in all female professions, the administrative level of the organizational hierarchy becomes a male enclave." Support for his observation

can be found in several studies which indicate that women in social work tend to: 1) be direct service workers; 2) remain in direct service jobs longer than men before being promoted to their first administrative position; 3) be employed in lower-level administrative positions when they do become managers; and, 4) be underrepresented at the top management levels of most social service organizations (Brager and Michael, 1969; Scotch, 1971; Chafetz, 1972; Williams et al., 1974; Hooyman et al., 1976; Gripton, 1974; Kravetz, 1976; Chernesky, 1980.)

Mahaffey (1976) reported that significant differences exist in the incomes of social workers based on sex and race. Her findings documented smaller incomes, in descending order, for social workers as follows: white males, black males, white females, and black females. Recent data indicate that gender and race-related salary disparities continue despite the profession's renewed commitment to equality of opportunity in social work (York et al., 1987; Fortune and Hanks, 1988).

Ample evidence also exists to document an historical lack of advancement opportunities for female social workers. Giovannoni and Purvine (1974) examined leadership positions in social work from 1874 to 1970 to determine how many had been held by women. Their data revealed that except for a brief period in the late thirties and early forties, and within the specialties of psychiatric and medical social work, women had not functioned in leadership roles.



A later national study also documented women's continued absence in positions of leadership in social work. The Women's Committee of the National Association of Social Workers (Szakacs, 1977) surveyed 868 social service agencies and found that only 16 percent were headed by women. The survey results indicated that, since the 1950s, there had been a 44 percent decrease in the number of female directors and that men were replacing women in administrative positions at the rate of 2 percent a year.

The findings of the two surveys described above are particularly important when one examines the historical development of social work. Many of the early leaders in the profession were women. As Kravetz (1976) has observed, even though men occupied the high administrative positions, women were the early pioneers in developing social work theory and practice. Despite the significant contributions of these early female leaders, the small number of men who selected social work as a profession usually became the executives (Wilson, 1972).

Some observers trace the current situation of females in social work to the profession's efforts from 1950 to the late 1970s to improve its status. During this period, social work was concerned with developing a theoretical knowledge base, gaining more recognition and support for its programs, and improving the training of its practitioners (Kravetz, 1976). The profession also attempted to enhance its public image by

recruiting more men. While Chafetz (1972) reported that this recruitment effort was only partially successful, more men did join the profession. It is important to note, however, that as more men became social workers, practitioners began to segregate themselves based on gender into different practice areas. While the majority of women continued to concentrate in casework, the social work practice method that is probably most closely identified with the traditional female role, men selected community organization, administration, planning and policy as practice areas. This pattern continued until the 1970s, when social work began to reexamine the status of women in the profession and initiated changes to better utilize the talents of its females in administrative positions (Pierson, 1982).

Inequity among social workers based on gender and race has not just existed on the practitioner level. Data also suggest that there has been a similar underrepresentation of women in positions of leadership in social work's professional organization, the National Association of Social Workers, and in schools of social work (Belon and Gould, 1977). Mahaffey (1976) noted that while the majority of NASW members have been women, men have had the leadership positions. After a review of NASW data, Mahaffey reported that in 1970, males held 74.7 percent of the appointed and elected positions, and 86 percent of the positions were held by whites. In 1976, women held 50 percent of the positions and minorities held 30 percent.

Based on data provided by the Council on Social Work Education (CSWE), Rippe (1974) found that males were also overrepresented in high status positions in social work education. In 1973, for example, 55 percent of the full-time faculty at accredited graduate schools of social work in the United States were men; 63 percent of the full and associate professorships were held by men. With respect to deanships, 88 percent of the deans and directors of accredited graduate schools of social work were men.

More recent data from CSWE indicate that from 1981 to 1985, women accounted for about 50 percent of the faculty at the baccalaureate program level. At the graduate level, women represented 47 percent of the faculty. At the undergraduate level, there has been a fluctuation in the percentage of females who hold administrative positions, from 11.6 percent in 1979, to 39 percent in 1983, and to 29.9 percent in 1985. For graduate schools of social work, the percentage of female administrators increased from 15.4 percent in 1979, to 22.1 percent in 1985.

These CSWE data also indicate that minority female faculty members in graduate schools of social work were approximately 23 percent to 29 percent of the female faculty members between 1979 and 1985. At the baccalaureate level, minority female faculty members represented about 29 percent to 37 percent of the female faculty.

The literature on the careers of women in social work administration lacks studies on factors which aid women to advance, rather than fail, as managers. Much of the research on females in social work has focused on either documenting their disadvantaged status relative to men or describing barriers to their career success. However, a few recent studies have attempted to identify personal and situational factors that influence the occupational achievement of female social workers.

One such study was dissertation research conducted by Calkin (1982) on "Women Administrators: An Exploration of Critical Factors in Women's Advancement in Social Work." Calkin interviewed 25 upper and middle management women who were employed in private and public social service agencies in Denver, Colorado. The women were queried about factors that had contributed to their career advancement. Calkin found that five factors, listed in order of importance, had been the most critical: work experience; personality characteristics (e.g., assertiveness, high ambition, determination); education; type of agency; and, support systems and mentors.

Taking a slightly different approach in her dissertation, Weissman (1981) conducted a comparative study of 392 male and female social work administrators. This national study of managers in family and children's agencies was designed to ascertain whether variables associated with the administrative achievement of subjects differed significantly for men and

women. Weissman found that while the the career experiences of subjects were similar, upper level mangement women differed from the men in two major respects: (1) most women had not previously held executive positions and (2) the majority of the women had been promoted from within their agencies to top-level positions, often based on a mentor's recommendation.

In another comparative study, Alexander (1980) surveyed 67 deans to identify common career characteristics. Similar to Weissman's findings (1981), Alexander reported few diferences among respondents. However, Alexander noted that the women appeared to have paid a higher personal cost for their success when attempting to balance their career and family obligations.

While a study by Gilkes (1983) included non-management women, her investigation was designed to identify variables that had an impact on the occupational achievement of black women who had attained prominence in social work. In her investigation, Gilkes interviewed 23 black females who had received public recognition for their involvement in social change activities in an urban black community. An examination of the women's career patterns showed three common features: (1) all respondents had extensive educational backgrounds that included both coursework in majority instituions and informal training through study of the black community; (2) as their careers developed, and the women obtained positions with increasingly more authority and prestige, all of the women had more job opportunities and became

more involved in change efforts to improve conditions in the black community; and, (3) the strategies used by the women to advance were tied to maintaining a commitment to the interests and needs of the black community.

Hence, although members of a profession dedicated to the realization of human potential, female social workers, like women in other fields, have found their opportunities for equity and advancement restricted. Even though the literature contains descriptions of some common factors associated with the success of majority and minority females who advanced to the "top" in social work, few women have managed to obtain influential leadership roles.

The absence of women administrators in the field of social work, particularly in upper management, can probably be attributed to a litany of personal, organizational and societal factors cited in the literature which limit the career success of women. In spite of the profession's recent efforts to improve the status of its female workers, the future of women as managers, including black females, appears to be tied to the need for improvement in the overall status of women in all of the major institutions of this society.

#### Studies and Profiles of Successful Professional Women

In general, much of the early research on the careers of highly successful individuals in administration and in the professions was conducted almost exclusively on men. While

the literature in fields other than social work contains more studies on the careers of professional women, most of the early research was about white women. Recently, however, more social scientists have become interested in examining variables affecting the upward career mobility of minority women who have been able to advance, despite what appeared to be almost insurmountable barriers to their success. Discussed below are some of the studies which described characteristics, behaviors and life experiences associated with the career advancement of majority and minority female professionals.

One of the earliest and most comprehensive studies of successful managerial women was conducted by Hennig and Jardim (1977). Their findings were published in the highly acclaimed book, The Managerial Woman. Hennig and Jardim employed both survey and interview methods to examine the personal and career histories of twenty-five white females who held executive positions in Fortune 500 companies. To make comparisons, the researchers also used a control group of managerial women, matched on family background, education and career development characteristics.

While members of the control group never obtained positions above the middle management level in their companies, the twenty-five women achieved exceptional career success. Hennig and Jardim discovered some consistent similarities in the early backgrounds and career paths of the executive group. Among these findings were that all of the women had experienced

very close relationships with their parents, especially their fathers, and had had mentors in their work settings who helped them to advance. Their family backgrounds appeared to provide an enriched environment that supported and reinforced their pursuit of nontraditional career choices. Each of the women had exhibited independence, innovation and risk-taking in establishing their careers. After examining the career histories of these women, Hennig and Jardim pointed out that they all seemed to have asserted "their right to be more than tradition and society prescribed" (1977, p. 83).

Each executive woman usually started out in a secretarial position in the company, and remained with this same company throughout her career. Hennig and Jardim (1977) noted that the pattern of continuous employment with the same company observed among these women was very different from that of upwardly mobile men who often seek positions in different organizations to advance in their careers.

The executive women advanced as they acquired extensive knowledge of their organizations and the skills required to make themselves promotable to higher level positions. The work style of these women could be best characterized as highly task-oriented and goal-directed. Each woman was very involved in her job, delaying marriage and family to focus on developing her career. Each woman's boss became her mentor, and supported and encouraged her career aspirations while serving as the woman's source of strength in the company.



Hennig and Jardim found one major difference between the twenty-five executive women and the control group. After a period of being satisfied with their work and attaining very responsible upper middle management positions, all of the executive women went through a period of personal and professional reexamination. Unlike the women in the control group, who remained in middle management and administrative positions throughout their careers, the executive women stopped work for one or two years to assess and apparently integrate their female and professional roles.

During this period, these women developed what can be considered "feminine" interests, such as acquiring new wardrobes and hairstyles, and focused on building lives that extended beyond their jobs. Half of the women married at this time. In general, the executive women seemed to be seeking self-integration and a sense of security and acceptance of themselves as women.

When they returned to work, the management styles and interpersonal skills of these twenty-five women reflected the changes they had made in themselves. Their approach to work was no longer just task and goal-oriented, but also included people and maintenance elements. The women demonstrated a more participative leadership style. Within a short time period, each woman became either president or vice-president of her company. When discussing reasons for the women's success, Hennig and Jardim stated:

In comparing the final period of these women's career with the group of women who remained at the middle management level, the major difference between them lay in the occurrence of the moratorium... It enabled them to make the transition from middle to upper management because they freed themselves to acquire new personal and organizational skills. The women who remained in middle management underwent no such experience and they remained primarily task and skill-oriented. They clung to self-concepts and behavioral styles which were masculine in orientation, and they possessed few human skills to bring to bear on their work (1977, pp. 150-151).

Support for Hennig and Jardim's (1977) observation that women who are successful in their careers, regardless of profession, have experienced enriched environments can also be found in the work of Almquist and Angrist (1971). Almquist and Angrist reported that high achievement in the career women they studied was related to enriched family and school influences involving work-role models among parents, relatives and teachers. These researchers suggested that women who have been reared in an enriched environment tend to have higher levels of personal adjustment, acquire more professional training, and demonstrate a greater motivation to succeed.

Adams (1979) conducted interviews with 60 very successful professional women who represented a wide range of career fields, income levels, and ages to identify reasons for their high level of occupational achievement. Some of Adams' findings differed from those of previously noted studies concerning characteristics of the women's early family history.

However, she did find that the women in her sample had acquired a strong sense of autonomy at an early age, made a conscious decision early in their lives to develop a career, rather than just have a job, and chose to delay marriage and motherhood until they had firmly established their careers.

Few of the women in Adams' study (1979) indicated that as adolescents they had planned to be career women. They typically developed such ambitions when later confronted with having to make a choice between simply working on a job and having a career. They basically attributed their career success to an ability to set goals and establish priorities, a willingness to be flexible and take advantage of job opportunities, and, like the women in the Hennig and Jardim (1977) study, assistance from a strong mentor.

Halcomb (1981) studied the backgrounds of 40 successful career women in an attempt to identify factors which influenced their advancement. In her book based on this research, Women Making It: Patterns and Profiles of Success, Holcomb suggested that a positive self-image is critical to advancement. When recalling her interviews with the women, Halcomb stated that "they invariably revealed a positive outlook toward their careers, their lives and their futures. This attitude more than anything else seemed to be the secret behind their success" (1981, p. 266). In addition, Halcomb noted that while many of the women identified assistance from a mentor as an important factor in their career success,

most of them also reported that the encouragement and support they received from other women peers, who shared their common interests and aspirations, had been essential to their advancement.

Four studies that highlighted factors influencing the careers of black professional women appear relevant to the present study. One was conducted by Lewis (1985) who used qualitative research techniques to examine the careers of ten female educators. Lewis conducted extensive interviews with women who had high administrative positions in colleges and universities in Washington, D.C. Data obtained from the women suggested that typically they: (1) had high achievement motivation; (2) placed emphasis on the value of education; (3) were reared in a nurturing family; (4) had a continuous work history; and, (5) had received career support and assistance from a variety of persons, rather than a single mentor, who performed different functions in shaping and guiding their careers.

Lewis' (1985) findings were generally confirmed by other studies of black women in higher education administration. Alexander and Scott (1983) and Shivers (1985) reported from their research that successful black women administrators: (1) were self-confident; (2) possessed both technical and interpersonal skills; and, (3) had benefited from a support system that included mentors both inside and outside their universities.

Baraka-Love (1986), in her dissertation research titled "Successful Women: A Racial Comparison of Variables Contributing to Socialization and Leadership Development", used a survey approach to identify common background features of black and white women in top level positions in several fields. After examining the life histories and careers of respondents, Baraka-Love concluded that these women had the following common characteristics: (1) a supportive family background; (2) high achievement during adolescence; (3) a number of positive role models; and, (4) an ability to confront and be assertive in dealing with gender-based discrimination. She found that black and white women differed in their career development patterns and views concerning work and leadership.

The studies just discussed, as well as the profiles of several prominent career women that appear in the literature, consistently indicate that highly successful professional women, irrespective of race, have some similar personal and situational characteristics.

1. Highly successful women were usually reared in middle income families. They were encouraged by both parents to obtain an education, pursue their career aspirations, and reject sex-role stereotypes concerning their career choices. (Tessler, 1975; Walsh, 1975; Pfiffner, 1976; Gasser, 1976; Freeman, 1977; Hennig and Jardim, 1977; Adams, 1979; Mills-Nova, 1980; Stockard, 1984; Baraka-Love, 1986).
2. Highly successful women frequently never marry or delayed marriage and children until later in their careers (Walsh, 1975; Pfiffner, 1976; Hennig and Jardim, 1977; Freeman, 1977; Mills-Nova, 1980).

3. Highly successful women have had an uninterrupted work history and tended to build their careers in one organization (Arter, 1972; Walsh, 1975; Pfiffner, 1976; Hennig and Jardim, 1977; Lynn and Vaden, 1979; Moore and Sagaria, 1981; Wright, 1981; Stewart and Gudykunst, 1982).
4. Highly successful women have received assistance and support from a variety of people, frequently mentors, who helped them to advance in their careers (Sheehy, 1977; Kanter, 1977; Hennig and Jardim, 1977; Adams, 1979; Roche, 1979; Simmons, 1980; Halcomb, 1981; Vaudrin, 1983; Alexanader and Scott, 1983; Calkin, 1982; Shivers, 1985).
5. Highly successful women are usually well-educated and have strong achievement motivation. They tend to be autonomous, self-confident, and risk-takers (Almquist and Angrist, 1970; Goerss, 1974; Gasser, 1976; Hennig and Jardim, 1977; Kanter, 1977; Hepner and Faaborg, 1979; Lynn and Vaden, 1979; Simmons, 1980; Calkin, 1982; Alexanader and Scott, 1983; Gilkes, 1983; Shivers, 1985; Lewis, 1985; Baraka-Love, 1986).

In summary, as Vaudrin (1983) succinctly pointed out after her review of many of the above cited studies, the personal and career characteristics of most highly successful career women can be described as follows:

A family background that nurtures autonomy and risk-taking, reinforces a positive self-image, and provides ample support for the pursuit of career aspirations may well be a cornerstone. A lifestyle that reduces some of barriers-- deferred marriage, supportive spouses, continuous employment, and solid academic credentials-- plays an important role, and is a demonstration that these women are pursuing careers versus simply working at jobs. Finally, support, encouragement and assistance from others are critical, especially from mentors (p. 77).

## Career Success: Definition and Measurement

The concept of career success does not lend itself easily to either definition or measurement. Researchers interested in examining occupational achievement have described a number of problems inherent in studying career success.

As Lewin and Olesen (1980) have pointed out, defining career success only in terms of upward advancement runs the risk of inappropriately utilizing a male job model when attempting to understand female career experiences. Both women and men may have career aspirations other than vertical mobility. While arguments can be made for using alternative conceptualizations of success that include criteria other than promotion, Rosembaum (1984) has observed:

Even though individuals seek many kinds of reward from work besides status, authority and earnings, organizations allocate these nonstatus rewards to jobs in ways that are related to job status... jobs are structured in organizations so that regardless of whether one wishes more variety, autonomy, challenge, or interpersonal influence in one's work, one can only get more of it by advancing in the status hierarchy (p. 8).

Viable measures for assessing career success and practical methods for gathering career information have generally not been available. Those few investigators who have studied career success usually operationalized this variable in one of the following ways: (1) as a reflection of the job-related and/or organizational rewards and accomplishments received by a worker during his or her years of employment (Nelson,

1975; Munday and Davis, 1974; Wise, 1974); (2) as job, work and/or career satisfaction (Kazanas, 1978; Willingham, 1974; Thompson, 1971; Katz and Kahn, 1966); or, (3) as vocational stability (Blackburn and Havighurst, 1976; Parsons and Wigtel, 1974, Olson, 1974).

Most of the studies on careers and success have utilized objective measures when examining career success. Measurement usually involved assessment of a person's career using job title, salary, promotions, hierarchical progression in an occupation, job responsibilities, and/or similar external indicators of occupational status (Kotter, 1982; Larwood and Gattiker, 1986; Lynch, 1978; Stumpf and Rabinowitz, 1981; Gould and Penley, 1984).

In general, studies which have attempted to assess career success using only one or two objective measures appear to have limitations. Career success is, first of all, a relative concept which has meaning only when compared with the experiences of similar people. Secondly, career success has both subjective and objective components. Lastly, judgments about the success of a person's career need to encompass the values, perceptions, aspirations, and expectations that the person has concerning his or her preferences for career development, occupational experiences, advancement and promotion opportunities.

For the above noted reasons, a more comprehensive approach was taken in defining and operationalizing career success for



the purposes of this investigation. In this study, career success was assessed using several indicators that seemed to tap both the subjective and objective dimensions of this multidimensional construct.

The literature suggested that variables not previously identified or described in detail, but that were the focus of this study, also influence the career success of females in management. These variables are discussed in the two sections that follow.

#### Career Success and Women Managers: Personal Variables

##### 1. Achievement Motivation

Need for achievement has been shown to be related to career success in previous research (Andrews, 1967; McClelland, 1965; Varga, 1976). Studies on achievement motivation have indicated that the motive or need to achieve is one of the major determinants of anyone's striving for success (O'Leary, 1974; Kazanas, 1978; Willingham, 1974; Thompson, 1971; Katz and Kahn, 1966).

Research on highly successful women in business, academia and government has suggested that such women exhibit strong achievement motivation (Yohalem, 1979; Waddell, 1983; Gutek and Larwood, 1987). A high level of achievement motivation has been shown to be especially important in the career success of women employed in traditionally male fields.

Some research on women has indicated that the achievement motivation may operate differently in men and women. The motive to avoid success is one explanation offered for observed differences in the occupational achievement of males and females in the workplace. The "fear of success" explanation was first suggested by Horner (1972), who indicated that this fear is a result of the conflict and incompatibility between success and femininity in the minds of women. According to Horner, success for women, especially in traditionally male occupations, is frequently accompanied by fear of social rejection and/or doubts about their femininity.

Although Horner's theory received a great deal of attention when it was first introduced, subsequent research questioned whether it provided an adequate explanation of the achievement motivation in women. Condry and Dyer (1976), after an extensive review of the literature on fear of success, concluded that men and women do not differ consistently in fear of success. Follett, Watt and Hansen (1977) also found that fear of success was linked to the expected negative social consequences of deviating from traditional sex-role norms for both men and women.

## 2. Career Aspirations

Canter (1979) found in his study of female managers in industry that their expectations about occupational success influenced their achievement-related aspirations. Workers

tend to adjust their career aspirations to their realistic opportunities for occupational achievement (Slocum, 1974). Studies comparing white and black women have found that most black women have higher levels of aspiration, although the aspirations of upper-middle class black and white females are similar (Reynolds and Elliott, 1980).

### 3. Demographic Characteristics

As previously noted in the discussion of studies and profiles of successful professional women, career success has been positively linked with several demographic variables. These variables include education and training, age, gender, race and ethnicity, marital status, and number and ages of children (Rodger-Rose, 1980; Yohalem, 1979; Gutek and Larwood, 1987).

It is important to note that, based on recent research findings, a number of training programs have been developed in an attempt to prepare women with non-management backgrounds to assume administrative positions. Training has ranged from workshops and seminars to university-based coursework. While many training projects are designed to lead to a certificate in management, in some participants earn a degree.

Andrea and Edwards (1978) surveyed women who participated in training to determine its impact. The researchers concluded that while such training was not a substitute for academic credentials, it was beneficial:

...Since training programs will introduce women to the general nature of administration, they can be useful in making or modifying career plans. They also provide access to female role models. They contribute to a woman's sense of professional identity, they increase her visibility, and they can provide access to important professional networks. Finally, for women with the appropriate credentials, a training program can lead to tangible rewards: raises, responsibility and new opportunities (p. 18).

### Career Success and Women Managers: Situational Variables

#### 1. Job Involvement

The general concept of job involvement, as a type of work-related attitude, has long been of interest to social scientists. Although the literature contains a number of definitions of this construct, job involvement has most often been defined as the degree to which the job situation is central to the person and his or her psychological identity. The job involved person is very active in the job because the job is perceived to be an important part of one's self-image. Job involvement has been found to be positively related to work performance and career achievement (Lodahl and Kejner, 1965; Lawler and Hall, 1970; Kanungo, 1982).

#### 2. Support for Career Advancement

Mentors or sponsors provide the most traditional means of career support in formal organizations (Kanter, 1977; Hennig and Jardim, 1977; Epstein, 1970; Loring and Wells, 1972; Mosley, 1976).

As a requirement for psychological success in the workplace, Hall (1976, p. 125) pointed out that a person's "job must have a certain degree of objective challenge, autonomy... and some degree of support, help, and coaching from the supervisor." Adams (1978) also found that support systems are necessary to manage stress at work, and stated that "in addition to friends and family, individuals also need people to respect them, challenge them, provide access for them, and to be mentors, evaluators, experts, or energizers" (p. 10).

Almost all of the research on successful career women has identified as a primary factor in their advancement the presence of role models, mentors, sponsors and other support relationships. Informal support from any of these sources may assist a woman in a number of ways: augment her competence; increase her career aspirations; enhance her self-confidence; and, provide her with varying degrees of opportunity and credibility.

Gail Sheehy (1977) found, almost without exception, that women who had been successful in advancing in their careers had a mentor or sponsor at some point. O'Leary (1974) noted that women require mentors in order to realistically aspire to and perform competently in occupational roles requiring high levels of achievement directed behavior. Pines and Kafry (1978) also found that social feedback from colleagues and superiors, especially positive educational feedback, was

related not only to the quality of support in a person's work environment, but also to the sense of meaning and achievement derived from work.

Few men or women have a single mentor or sponsor; most successful people frequently have multiple lines of support from a variety of persons who perform a range of "mentoring" functions at different times (Kanter, 1977). Josefowitz (1980, p. 8) noted that career women need "comforters, clarifiers, and confronters," and that it is not necessary for these qualities to be embodied in one individual. While a good mentor is acknowledged to be a potential asset to an individual's career, women often have difficulty finding such sponsorship. Fury (1979), and other critics who caution women to avoid what has been termed "mentor mania", point out that several helping relationships may need to be substituted for a mentor, rather than searching in vain for an all-purpose sponsor.

Burlew (1979) has identified a number of obstacles that blacks, once in an administrative or management position, must overcome to succeed in an organization. All of the strategies suggested by Burlew for dealing with these obstacles involve formation of alliances with three different types of work associates. Alliances need to be developed with: (1) a more experienced senior individual in the organization, usually a mentor or sponsor; (2) subordinates, especially those with the potential for moving up the organizational ladder; and,

(3) peers who become a valuable informal network for sharing information.

Hence, it appears unlikely that anyone could attain a high degree of success in an occupation without assistance and support from others in the work environment. This appears to be particularly true for women in nontraditional jobs due to the multiple barriers they face when attempting to advance in their careers.

### 3. Work History Characteristics

Studies suggest that certain work history variables are associated with career success. Yohalem (1979) reported a strong relationship between both length and continuity of labor force participation and career success. Other researchers have indicated that career success is related to the nature and direction of career moves (i.e., the type and number of promotions), employment patterns, and prior work experience (Calkin, 1982; Gutek and Larwood, 1987).

### Summary

The studies presented indicated that professional and administrative women continue to be underrepresented in upper management positions in organizations, including social service agencies. The literature, however, provided a rather confusing picture concerning the circumstances and plight of the black woman in the workplace. Her dual status as a

female and a minority member has been seen as both an advantage and a disadvantage in terms of job and promotional opportunities.

The literature review indicated that despite problems which exist in both defining and measuring career success, a wide range of personal and situational variables have been examined in an attempt to identify factors that contribute to the career development and advancement of women. In presenting the literature review, attention was given to current research evidence and theory related to the major variables selected as the focus of this study.

Chapter III presents the methods and procedures that were used in this study. The chapter contains a description of the sample and sampling procedure, implementation process, research design, instrumentation, and plan for analyzing the data.



## CHAPTER III

### METHODOLOGY

This chapter presents the methods and procedures that were used in conducting the study. The following are described in the chapter: (1) research design, (2) sample, (3) sample selection procedure, (4) instrumentation, (5) procedures for implementation, and (6) plan for analysis of data.

#### Research Design

The research design used in conducting the study was correlational, a form of descriptive research methodology. According to Ary, Jacobs and Razavich (1972), the process of descriptive research includes the following: (1) statement of the problem; (2) identification of information needed to solve the problem; (3) selection or development of instrument for gathering the data; (4) identification of the target population and determination of any necessary sampling procedure; (5) design of the procedure for data collection; (6) collection of the data; (7) analysis of the data; and, (8) preparation of the report.

A correlational design involves collection of sets of scores on a sample of subjects and the determination of the relationship, if any, among these sets of scores (Ary, Jacobs and Razavich, 1972). In this study, the research design was exploratory and concerned with determining the

correlation between sets of scores that were derived from the assessment of sixteen (16) variables: one criterion variable (career success) and fifteen (15) selected predictor variables.

Descriptive statistics, which included percentages, averages and frequency distributions, were used to organize the data. Inferential statistical techniques were used to determine the degree of relationship (correlation) between the criterion variable and the selected predictors.

Specifically:

- A. Bivariate correlational procedures were employed to determine the relationship between the criterion variable (career success) and selected predictor variables (career aspirations, job involvement, achievement motivation, and support for career advancement from work associates).
- B. Multivariate correlational procedures were employed to determine the relationship between the criterion variable and demographic and work history variables.
- C. Multivariate correlational procedures were employed to determine the relationship between the criterion variable, predictor variables, and the most influential demographic and work history variables.

### Sample

A total sample of 271 black female social work administrators was used in this study. The pool from which the sample was drawn consisted of all persons listed on the membership roster of the National Association of Social Workers, Inc. (NASW) in June, 1989 who had indicated on their

membership application that they were:

- (1) Black (not Hispanic in origin) females;
- (2) College graduates with either an undergraduate or master's degree in social work from a program accredited by the Council on Social Work Education (CSWE); and,
- (3) Employed, at the time of the study, as managers and administrators in social welfare organizations in the United States.

#### Sample Selection Procedure

The researcher secured the cooperation of NASW in generating a pool of eligible respondents from which to draw a study sample. Utilizing the Association's computer, NASW staff identified, from its membership file of 123,060 social workers, 425 members who were eligible for the study based on the above noted criteria. In June, 1989, each member of the pool was sent the following: (1) questionnaire, (2) cover letter, (3) consent form to participate in the study, (4) form to request a copy of the study results, and (5) pre-addressed and stamped return envelope. Follow-up reminder postcards (see Appendix C) were sent to persons who did not return questionnaires within two weeks after the established deadline.

A total of 286 questionnaires were returned, representing a response rate of 67%. Of the questionnaires returned, 271 were unusable (64%). Fifteen questionnaires were unuseable: (1) five respondents no longer held management positions; (2) two respondents had recently retired; (3) one respondent

indicated she was not black; (4) one survey was returned because it could not be completed by the due date; (5) one respondent was employed in an agency outside the United States; and, (6) five completed surveys were returned too late to be included in the analysis.

### Instrumentation

The Career Experience Questionnaire, located in Appendix B, was developed by the researcher to collect data for the study. In designing this questionnaire, the researcher developed measures and made use of established instruments and selected copyrighted questions with permission of the authors. (See Appendix F for copies of correspondence with authors.) The questionnaire contained measures for the research variables identified in Table 1.

The questionnaire contained thirty-seven (37) items presented in a closed-ended question format. Space was provided at the end of the questionnaire for a respondent's comments or questions about the study. The questionnaire items were divided into six (6) sections; each section was designed to accomplish specific objectives.

The first section, Career Profile: Current Position, contained sixteen (16) items. Questions in this section were intended to assess each respondent's: (1) current administrative status; (2) satisfaction with her present position; and, (3) satisfaction with how her career had

TABLE 1  
STUDY VARIABLES AND MEASURES

<u>Variables</u>	<u>Measures</u>
ACHIEVEMENT MOTIVATION	Need for Achievement Scale (Steers & Braustein, 1976)
CAREER ASPIRATIONS	Developed for the study
CAREER SUCCESS	Developed for the study
DEMOGRAPHIC CHARACTERISTICS	Developed for the study
JOB INVOLVEMENT	Job Involvement Scale (Kanungo, 1982)
SUPPORT for CAREER ADVANCEMENT from WORK ASSOCIATES	Work Environment Inventory (Edwards and Boyer, 1979)
WORK HISTORY CHARACTERISTICS	Developed for the study

progressed at the time of the study. Descriptive data about the respondent's current job and employment setting were also supplied by this section.

The second section, Career Profile: Earlier Positions, contained seven (7) items, two (2) with multiple response categories, and was designed to obtain information about a respondent's previous employment history. This section provided data about: 1) the five most recent professional positions held since graduating from college; 2) the timing and direction of job changes; and, 3) the number and nature of career interruptions.

Subsection 3, Career Goals and Views about Work, contained three scales, some with multiple response categories. One

scale, developed by the researcher, was designed to determine the verticality of a respondent's career aspirations at different times during her life. The other scales were established instruments and measured job involvement and achievement motivation.

Section 4, Influence of Work Associates During Career, contained the 27-item Work Environment Inventory (WEI). The WEI assessed the extent to which a respondent perceived she had received support for her career advancement from work associates since accepting her first professional position.

Section 5, Factors Affecting Career Advancement, consisted of four items, some containing multiple response categories. This section provided data concerning each respondent's perceptions about the impact of her race and sex on her career advancement, factors that have been important in advancing her career, and barriers to her career advancement.

Lastly, section 6, Background Information, contained seven items designed to gather personal, family, training, and educational data about each respondent. An open-ended question was included at the end of this section for a respondent's comments or questions about the study.

### Feasibility

A feasibility study was conducted on the questionnaire for the purpose of validation. The questionnaire was examined by two different groups of women in Atlanta, Georgia: female

faculty at Clark Atlanta University and a group of black female social work administrators who did not participate in the study.

Faculty and administrators were provided with a copy of the questionnaire and a rating form. This form contained a scale for evaluating the questionnaire. The scale was a five-point Likert-type scale, with one representing the highest and five the lowest rating. Written evaluative comments were also requested on the rating form. (Sample copies of the letters to the participants and the rating form are located in Appendix D.) Results of the feasibility study are presented in the Tables 2 and 3.

In conducting the feasibility study, the questionnaire was first distributed to seven female faculty members at Clark Atlanta University: five in the School of Social Work and two in the School of Education. Faculty members were asked to use the rating form to evaluate the questionnaire, and suggestions for changes were solicited from this group about content, vocabulary, format, clarity of items and directions, and other areas that would improve the appropriateness of the questionnaire for the study's purposes. The percentage of agreement among faculty members concerning their ratings of the questionnaire was .76. Based on recommendations from faculty, several changes were made in the questionnaire.

Next, the questionnaire was pre-tested and rated by eight black female social work administrators who were representative

TABLE 2  
RATINGS OF FACULTY (n=7)

Rater	#1	#2	#3	#4	#5	#6	Mean
A	1	2	2	2	2	3	2.00
B	1	2	2	2	1	2	1.66
C	1	2	2	2	1	2	1.66
D	1	1	2	3	3	1	1.83
E	1	1	1	1	1	1	1.00
F	1	3	3	1	1	3	2.00
G	4	2	2	5	5	4	3.66
MEAN	1.42	1.85	2.00	2.28	2.00	2.28	1.97

TABLE 3  
RATINGS OF SOCIAL WORK ADMINISTRATORS (n=8)

Rater	#1	#2	#3	#4	#5	#6	Mean
A	2	2	3	2	2	3	2.33
B	2	2	2	2	2	2	2.00
C	1	1	2	2	2	2	1.66
D	1	2	2	2	2	2	1.83
E	2	2	2	2	1	3	2.00
F	1	1	1	1	1	1	1.00
G	1	1	1	1	1	1	1.00
H	1	1	2	3	3	2	2.00
MEAN	1.38	1.50	1.87	1.87	1.75	2.00	1.72

CODE

1 = Strongly Agree  
 2 = Agree  
 3 = Undecided  
 4 = Disagree  
 5 = Strongly Disagree



of the target population, but not members of NASW. This group was directed to first complete the questionnaire, and then to rate the instrument on adequacy of format, content, vocabulary, and clarity of items and directions. The percentage of agreement among the administrators on their ratings of the instrument was .92. Based on an examination of administrators' responses on the questionnaire and written feedback from this group, additional changes were made in the the questionnaire before it was then put in final form for the study.

#### Procedures for Implementation

The following procedures were followed in implementing this study:

1. Approval of the dissertation topic was secured from the faculty of the Clark Atlanta University School of Social Work.
2. A dissertation proposal was submitted to and approved by the faculty of the Clark Atlanta University School of Social Work.
3. Permission was secured from the authors to use three established instruments and copyrighted questions from an unpublished dissertation. (See Appendix F for copies of correspondence.)
4. Permission was obtained from NASW to use its membership file. Arrangements were also made for assistance from NASW staff in utilizing its computer services to identify a pool of eligible respondents. (Appendix E contains a copy of the correspondence.)
5. A pool of eligible respondents was identified. Each member of the pool was mailed a questionnaire and related materials. (Copies of questionnaire attachments are located in Appendix C.)

6. Informed consent was secured from the research participants as a part of the mailed questionnaire.
7. Questionnaires were completed by a sample of 286 women, from a pool of 425 potential respondents, and returned in stamped, pre-addressed envelopes to the researcher. Of those returned, 271 were useable.
8. The data were organized, analyzed, interpreted and reported.
9. Research findings, conclusions, implications, and recommendations were incorporated into the final dissertation.

#### Plan for Analysis of the Data

The following format was utilized in collecting and analyzing study data:

1. The questionnaire was administered by mail. (See Appendix B for a copy of the questionnaire.)
2. The collected data consisted of the participants' responses on the questionnaire. A return rate of 60% was considered adequate for this study. The actual return rate was 67%.
3. Simple percents, means and correlations (bivariate and multivariate) were used in analyzing and interpreting the data. Scatter diagrams assisted in determining the appropriate correlational procedure to use.
4. Coefficients of determination were calculated on correlation coefficients in further interpreting data.
5. Data were presented in tables and narrative profiles.

This chapter discussed the methods and procedures that were used in conducting the study. Chapter IV presents the study findings and is followed by a description of conclusions, implications and recommendations in Chapter V.

## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter presents the findings from the descriptive and statistical analyses performed on the data obtained from the mailed questionnaires and contains an interpretation and discussion of these results. The results are reported in four sections.

The first section provides a profile of the total sample. The demographic and work history information included in this section were developed as a descriptive analysis of the data. Data were categorized, tabulated according to frequency distributions, means and medians, and summarized to provide descriptions of: (1) the personal characteristics of respondents, (2) the career characteristics of respondents, and (3) the characteristics of those organizations in which respondents were employed at the time of the study.

The second section of the chapter discusses the process used to determine the relative weightings of the eight components (measures) that comprised the criterion variable (career success). Presented in this section is the weighted formula that was used to compute a composite career success score for each respondent.

The third and fourth sections of the chapter specifically address the research questions and hypotheses. Section three

presents a statistical analysis of the major study variables and reports the findings from hypotheses testing procedures. These findings were then used to respond to the two research questions that were concerned with the relative influence of selected personal and situational variables on the career success of black female social work administrators.

Finally, section four discusses the third research question. In order to provide a profile of black women in social work administration who have been the most successful in advancing in their careers, demographic and work history data from those respondents who scored in the upper 10th percentile on the career success measures were analyzed. Using descriptive statistics, a composite profile was developed to identify those characteristics of the typical woman in this elite group. This profile is presented in section four.

#### Profile of the Sample

Data for this study were obtained from total sample of 271 black females who were employed as administrators and managers in social welfare organizations in the United States at the time of the investigation. The respondents were members of the National Association of Social Workers, Inc. (NASW).

Table 4 identifies the regions of the country represented by the respondents. As noted in Table 4, almost half (45%) of

the respondents were from states located in the Northeast. One-fourth of the respondents (25.1%) were from the Central United States. About as many respondents were from the Southeast (15.1%) as were from the Western portion (14.8%) of the country.

TABLE 4  
REGIONS OF COUNTRY REPRESENTED BY RESPONDENTS

Region	N	%
Northeast	122	45.0
Southeast	41	15.1
Central	68	25.1
West	40	14.8
Total	271	100.0

#### Personal Characteristics of Respondents

Table 5 shows the distribution of respondents by age range, marital status, number of children, salary, education level, master degree field, area of concentration when master's degree was in social work, and training in management.

The ages of respondents ranged from twenty-six to sixty-five years. Almost all of the respondents (90.2%) were at least 30 years old but under 60, with the largest proportion in the 40-49 age range (41.3%).

More respondents were married (48.9%) than separated or divorced (28.7%) and widowed (4.9%). About a fifth (17.2%) of the sample had never married. The majority of the respondents

TABLE 5  
PERSONAL CHARACTERISTICS OF SAMPLE

Characteristics	N	%
<u>Age Range</u>		
	<u>267</u>	<u>100%</u>
Under 30 years of age	2	.8
30-39 years of age	63	24.1
40-49 years of age	108	41.3
50-59 years of age	65	24.8
60 years of age and older	24	9.2
<u>Marital Status</u>		
	<u>267</u>	<u>100%</u>
Never Married	46	17.2
Married	131	48.9
Separated/Divorced	77	28.7
Widowed	13	4.9
<u>Number of Children</u>		
	<u>269</u>	<u>100%</u>
None	92	34.2
One child	73	27.1
2-3 children	92	34.2
4-7 children	12	4.4
<u>Current Annual Salary</u>		
	<u>269</u>	<u>100%</u>
Below \$19,999	2	.7
\$20,000-24,999	6	2.2
\$25,000-29,000	15	5.6
\$30,000-34,999	35	13.0
\$35,000-39,999	60	22.3
Over \$40,000	151	56.1
<u>Level of Formal Education</u>		
	<u>271</u>	<u>100%</u>
Undergraduate degree only	1	.4
Undergrad degree & other training	1	.4
Master degree	227	83.8
Master degree & other training	32	11.8
Doctorate degree	10	3.7
<u>Master Degree Field</u>		
	<u>270</u>	<u>100%</u>
Social work/social welfare	265	97.8
Non-social work/social welfare	3	1.1
Not applicable	2	.8

TABLE 5 Continued

Characteristics	N	%
<u>MSW Concentration</u>		
	<u>268</u>	<u>100%</u>
Casework	125	46.6
Groupwork	22	8.2
Community organization	14	5.2
Administration	41	15.3
Generic/generalist	32	11.9
Psychiatric/clinical	13	4.9
Other	16	6.0
Not applicable	5	1.9
<u>Management Training</u>		
	<u>271</u>	<u>100%</u>
No training in management	20	7.4
Training in management	251	92.6

SOURCE: Results of the Career Experience Questionnaire,  
Summer 1989.

were parents (65%) who were equally as likely to have 2-3 children (34.2%) as to have no children (34.2%). With regard to the total number and current ages of children, both the range and the number of children within various age categories were determined. The total number of children was 333. Six out of ten (64.9%) of the respondents' children were 18 years of age and older at the time of the study.

Just two women (.7%) in the sample earned less than \$19,999 a year, and only twenty-one respondents (7.8%) had yearly incomes of from \$20,000 to \$29,999. The annual salary range for more than a third (35.3%) of the sample was from \$30,000 to \$39,999. Over half (56.1%) of the respondents had incomes of more than \$40,000 a year.

The majority of the sample had earned graduate degrees (99.3%). The highest degree held by almost all of the respondents was a master's in social work or social welfare (97.8%). In addition to a graduate degree in social work, 37 respondents (16.7%) had obtained other educational credentials. Three members of the sample had a Juris Doctorate. Eleven respondents had received a second master's degree; thirteen had post-master's certificates. Ten of the respondents (3.7%) had earned a doctorate. Five of these doctorates were in social work or social welfare, three were in psychology, and one each was in public administration and sociology.

About half of the respondents who had completed a graduate degree in social work or social welfare identified their area of concentration as casework (46.6%). There was almost an equal split between the respondents whose area of concentration was administration (15.3%) and those respondents with a generic/generalist concentration (11.9%). Irrespective of their areas of concentration, almost all of the respondents (92.7%) indicated that they had received some training in management, which usually included workshops/seminars, formal coursework, and on-the-job training.

#### Career Characteristics

Table 6 presents a description of the respondents' career histories. As indicated in Table 6, half of the women (50.0%) had worked in from 2-3 social service agencies during their careers, and one-fourth (25.5%) of them had been employed by



TABLE 6  
CAREER CHARACTERISTICS OF SAMPLE

Characteristics	N	%
<u>Number Agencies in Which Employed</u>		
	<u>270</u>	<u>100%</u>
Never employed in an agency	6	2.2
One social service agency	28	10.4
2-3 social service agencies	135	50.0
4-5 social service agencies	69	25.5
6 or more social service agencies	32	11.9
<u>Time Employed Current Organization</u>		
	<u>270</u>	<u>100%</u>
Less than one year	19	7.0
1-3 years	52	19.3
4-6 years	36	13.3
7-10 years	50	18.5
11-15 years	48	17.8
16-20 years	34	12.6
20-25 years	20	7.4
More than 25 years	11	4.1
<u>Time Employed Current Position</u>		
	<u>256</u>	<u>100%</u>
Less than one year	28	10.9
1-3 years	108	42.2
4-6 years	55	21.5
7-10 years	38	14.8
11-15 years	16	6.3
16-20 years	6	2.3
20-25 years	5	2.0
More than 25 years	0	0.0
<u>Number Upward Career Moves</u>		
	<u>259</u>	<u>100%</u>
None	0	0.0
One	18	6.9
Two	53	20.5
Three	91	35.1
Four	66	25.5
Five	31	12.0
<u>Career Interruptions</u>		
	<u>270</u>	<u>100%</u>
No career interruptions	167	61.9
One career interruption	68	25.2
Two career interruptions	26	9.6
3 or more interruptions	9	3.3

TABLE 6 Continued

Characteristics	N	%
<u>Satisfaction Current Job</u>		
	<u>263</u>	<u>100%</u>
Very satisfied	99	37.6
Satisfied	115	43.7
Not satisfied or dissatisfied	27	10.3
Dissatisfied	17	6.5
Very dissatisfied	5	1.9
<u>Satisfaction Career Advancement</u>		
	<u>263</u>	<u>100%</u>
Very satisfied	117	44.5
Satisfied	104	39.5
Not satisfied or dissatisfied	23	8.7
Dissatisfied	15	5.7
Very dissatisfied	4	1.5

SOURCE: Results of the Career Experience Questionnaire,  
Summer 1989

4-5 agencies. Only one in ten (11.9%) of the respondents had held positions in six or more social service organizations. While six (2.2%) respondents reported never having been employed in a social service agency, they held positions at the time of the study in organizations that could be classified as delivering social welfare services.

When examining the amount of time respondents had worked for their current organizations, there was a fairly equal distribution among the women in years of service, with 1-3 years (19.3%) having the largest number of responses. While only about a third (32.6%) of the sample had been employed by their agencies for 1-6 years, more than half (63.7%) of them have worked in their current positions for that length of time.

A large proportion of the sample indicated that they have had upwardly mobile careers. When asked how many of their five most recent positions were upward career moves, most of the women (81.1%) reported that from 2-4 of their jobs had been vertical, rather than lateral or downward, career moves. A majority of the respondents (61.9%) have had uninterrupted careers. Among the 100 women (38.1%) who have experienced career interruptions, more than half (N=70) cited child care and marital responsibilities as the reasons they did not work for one year or more.

Overall, respondents reported a high degree of satisfaction with both their career progress and the positions that they held when the study was conducted. Eighty-four percent of the respondents were either "very satisfied" or "satisfied" with their career advancement, and about as many respondents (81.3%) gave the same responses when asked how satisfied they were with their jobs.

#### Characteristics of Respondents' Current Organizations

Table 7 summarizes characteristics of the organizations where respondents worked when the study was conducted, specifically the location, type, and size of the employing organizations. As shown in Table 7, nearly all respondents (92.9%) held administrative positions in agencies located in an urban or metropolitan area.

Respondents typically managed social service programs sponsored by either a private, non-profit organization (37.8%)

TABLE 7  
CHARACTERISTICS OF RESPONDENTS' ORGANIZATIONS

Characteristics	N	%
<u>Location of Organization</u>		
	<u>269</u>	<u>100%</u>
Urban or metropolitan area	250	92.9
Rural area or small town	19	7.1
<u>Classification of Organization</u>		
	<u>271</u>	<u>100%</u>
Private non-profit social service agency	102	37.8
Private for profit social service agency	4	1.5
Public (government) social service agency	91	33.6
Hospital or health care facility	55	20.4
School or training facility	10	3.7
Correctional facility	1	.4
Corporation or business	1	.4
Other	6	2.2
<u>Size of Organization</u>		
	<u>269</u>	<u>100%</u>
Less than 100 employees	104	38.7
100-500 employees	92	34.2
More than 500 employees	73	27.1
<u>Current Management Level</u>		
	<u>269</u>	<u>100%</u>
Upper Level	120	44.6
Upper Middle Level	70	26.0
Middle Level	58	21.6
Lower Middle Level	14	5.2
Lower/Entry Level	7	2.6
<u>Position in Management Hierarchy</u>		
	<u>271</u>	<u>100%</u>
None above	64	23.6
One person above	91	33.6
Two people above	82	30.3
Three or more persons above	34	12.5

SOURCE: Results of the Career Experience Questionnaire,  
Summer, 1989

or a public (government) agency (33.6%). Only 6.7% of the respondents were employed in organizations where social work has been traditionally considered an auxiliary service, such as schools, prisons, and the court system.

The sample was fairly evenly divided between those respondents who were employed in small versus moderate size organizations (38.7% and 34.2% respectively), with only slightly fewer respondents (27.1%) working in large agencies. Nearly half (44.6%) of the women reported that their current positions were considered upper level administration in their organizations. Slightly more women (52.8%) indicated that they were viewed as middle managers in their organizations. Few respondents (2.6%) held what were considered to be lower/entry level management positions in their agencies.

While few differences existed in the size of the organizations where respondents were employed, 42.8% of the sample had at least two or more persons above them in the reporting structure of their agencies. One-third of the sample (33.6%) reported to only one other person in the management hierarchy. About a fourth (23.6%) of the respondents held the top management position in their organizations.

### Summary

In summary, the majority of the respondents in the study lived in the Northeastern and Central regions of the country.

They were 40-49 years of age, married with 2-3 children, and earned more than \$40,000 a year. The women had a master's degree in social work or social welfare. Even though casework was their area of concentration in graduate school, respondents had received some training in management.

Although, at the time of the study, members of the sample had worked for their current organizations for varying periods of time, more of them had been employed by their agencies and had worked in their present jobs for 1-3 years. Respondents had had uninterrupted careers and viewed 3-4 of their last five positions as upward career moves.

Overall, respondents were either satisfied or very satisfied with both their current jobs and how their careers had advanced at the time when the study was conducted. Almost all the members of the sample worked for either a private, non-profit social service organization or a public agency in an urban/metropolitan area. While approximately the same number of the respondents were employed as managers and administrators in small agencies as in moderate size or large organizations, few held lower/entry level positions. Most of them held what were considered middle management positions in their agencies and had one or two people above them in the management reporting structure.

### Components and Weighting of the Criterion Variable

The career success (criterion variable) of respondents was determined by computing each woman's composite score on eight measures. These measures, utilizing the questionnaire data noted, were:

- (1) Satisfaction with career advancement (Question 16.2), coded from 5 (very satisfied) to 1 (very dissatisfied);
- (2) Satisfaction with current position (Question 16.1), coded from 5 (very satisfied) to 1 (very dissatisfied);
- (3) Administrative status of current position, as indicated by:
  - a) position title (Question 1), coded from 10 to 1 as described below;
  - b) budget responsibility (Question 10), coded from 8 (more than four million) to 1 (no responsibility);
  - c) size of employing organization (Question 6), coded from 3 (more than 500 employees) to 1 (less than 100 employees);
  - d) current management rank (Question 2), coded from 5 (upper level) to 1 (lower/entry level);
  - e) position in management hierarchy (Question 7), coded from 4 (none above) to 1 (three or more above);
- (4) Level of current salary (Question 11), coded from 6 (over \$40,000) to 1 (below \$19,000).

Since factor analysis would be used to identify the relative weights that should be assigned to the measurement components, the job titles of respondents had to be classified and ranked. On the questionnaire, respondents had listed 83 different job titles. First these titles were classified into 25 position groupings based upon the functional nature of the major title. For example, all directors of social service departments, regardless of type of agency, were combined.

Since an unmanageable number of titles still remained after this initial classification, the categories were further grouped into 10 general position categories. Grouping was based on similarity in the status, authority and administrative responsibility generally attributed to position titles, irrespective of organizational context. In completing this task, the researcher consulted with a person considered an expert on personnel functions in human service organizations. The resulting categories and (coded) rankings are identified in Exhibit 1, located in Appendix A. Factor analysis was then performed on the career success measures to determine appropriate weightings for each component. The results of this procedure are reported in Table 8.

TABLE 8  
RESULTS OF FACTOR ANALYSIS  
OF CRITERION VARIABLE MEASURES

Components	Loading on Factor 1
Position Title	.69631
Management Rank	.74295
Size of Organization	-.65722
Position in Management Hierarchy	.78106
Budget Responsibility	.32439
Satisfaction with Career Advancement	.10677
Satisfaction with Job	.06074
Salary Level	-.12084



Item loading on Factor 1 suggested that the following weighted formula should be used to compute a composite career success score using questionnaire data for each respondent:

**CAREER SUCCESS (Weighted) =**

$$\begin{aligned}
 & (1) \text{ Position Title } \times .70 + \\
 & (2) \text{ Management Rank of Current Position } \times .74 + \\
 & (3) \text{ Size of Organization } \times -.66 + \\
 & (4) \text{ Position in Management Hierarchy } \times .78 + \\
 & (5) \text{ Budget Responsibility } \times .32 + \\
 & (6) \text{ Satisfaction with Career Advancement } \times .11 + \\
 & (7) \text{ Satisfaction with Job } \times .06 + \\
 & (8) \text{ Salary Level } \times -.12.
 \end{aligned}$$

Using the formula, career success scores were obtained for the 271 women who participated in the study. Career success scores ranged from 1.29 to 15.86. The mean score on the career success measures was 9.679, and the median score was 9.550.

### Statistical Analysis

Bivariate and multivariate statistical techniques were the major statistical procedures employed to test the hypotheses. The .05 level of significance was established as the decision rule for acceptance or rejection of the null hypotheses.

Based on an assumption of interval scaling of some of the predictor variables, Pearson ( $r$ ) correlation coefficients were utilized to determine the relationships (strength and direction) between selected predictor variables and the criterion variable). The criterion variable was assumed to be a complex and multidimensional construct, influenced by the

interaction of a combination of factors, rather than by a single factor or set of factors. Given this assumption, and the fact that some of the variables comprising the demographic and work history measures (predictor variables) were nominally scaled, multiple correlation with regression analysis was also used in hypotheses testing.

Kerlinger and Pedhazur (1973) suggest that multiple regression is the best method to apply in the analysis of non-experimental data. Multiple regression yields statistics that can be used in the interpretation of data, specifically an  $R^2$ , or an estimate of the proportion of variance accounted for by all the variables or any subset of them, and  $F$  tests of the statistical significance of different  $R^2$ 's that are produced (Kerlinger and Pedhazur, 1973).

### Personal Variables and Career Success

The first three null hypotheses were concerned with the correlation of selected personal variables and the career success of black women in social work administration.

#### Achievement Motivation and Career Success

1H<sub>0</sub>: There will be no statistically significant correlation between career success and achievement motivation among black female social work administrators.  
H<sub>1</sub>: There will be a statistically significant correlation between the career success of black female social work administrators and their achievement motivation.

The results of the statistical analysis employing the Pearson  $r$  in testing hypothesis one are presented in Table 9.

As shown in Table 9, the results of the analysis of data relative to hypothesis one concerning the relationship between career success and achievement motivation indicated that there was a highly significant degree of association beyond the .01 level. Therefore, the research hypothesis was accepted: There was a statistically significant correlation between the career success of black female social work administrators and their achievement motivation. While the relationship was highly significant, however, the predictive power as indicated by the coefficient of determination ( $r^2=.029$ ) was of little or no value.

TABLE 9  
CORRELATION BETWEEN ACHIEVEMENT MOTIVATION  
AND CAREER SUCCESS

Variables	N	Mean	SD	<u>r</u>	<u>r<sup>2</sup></u>
Career Success (Weighted)	270	9.70	2.84		
Achievement Motivation	270	20.86	3.89	.17**	.029

\*p<.05

\*\*p<.01

Code

Decision rule (alpha) = .05, two-tailed test  
Actual r = .17, p<.005  
Therefore reject  $H_0$ ; significant beyond p<.01

### Career Aspirations and Career Success

2H<sub>0</sub>: There will be no statistically significant correlation between career success and career aspirations among black female social work administrators. H<sub>2</sub>: There will be a statistically significant correlation between the career success of black female social work administrators and their career aspirations.

The results of the statistical analysis using Pearson's  $r$  in testing hypothesis two are presented in Table 10.

TABLE 10  
CORRELATION BETWEEN CAREER ASPIRATIONS  
AND CAREER SUCCESS

Variables	N	Mean	SD	$r$	$r^2$
Career Success (Weighted)	269	9.70	2.84		
				.057	.003
Career Aspirations	269	9.48	1.93		

\* $p < .05$   
\*\* $p < .01$

#### Code

Decision rule ( $\alpha$ ) = .05, two-tailed test  
Actual  $r$  = .057 N.S.  
Therefore accept 2H<sub>0</sub>

As noted in Table 10, the results of data analysis relative to hypothesis two concerning the relationship between career success and career aspirations indicated that there was no significant association between the variables. Hence, the

null hypothesis was accepted: There was no statistically significant correlation between the career success and career aspirations of black female social work administrators.

### Demographic Characteristics and Career Success

3H<sub>0</sub>: There will be no statistically significant correlation between career success and demographic characteristics of (1) age, (2) marital status, (3) number of children, (4) level of formal education, and (5) amount of training in management, particularly number of workshops and/or seminars, among black female social work administrators. H<sub>3</sub>: There will be a statistically significant correlation between the career success of black female social work administrators and their demographic characteristics of (1) age, (2) marital status, (3) number of children, (4) level of formal education, and (5) amount of training in management, particularly number of management workshops and/or seminars.

Hypothesis three was tested using multiple regression. The results of the statistical analysis employing multiple regression in testing the hypothesis are presented in Table 11. As shown in Table 11, the results of the multivariate analysis between career success (criterion variable) and the selected demographic predictor variables indicated that the resulting multiple correlation coefficient ( $R=.19$ ) was not significant at the .05 level of significance. Therefore, null hypothesis three was accepted as stated: There was no statistically significant correlation between the career success of black female social work administrators and the selected demographic characteristics. While the multiple correlates were small and not significant, age and marital status, respectively, made the greatest contribution to the relationship.

TABLE 11  
MULTIVARIATE ANALYSIS OF CAREER SUCCESS  
AND SELECTED DEMOGRAPHIC VARIABLES

Criterion Variable	Multiple Correlation (R)	<u>Beta Weights for Predictors</u>						<u>F</u>
		1	2	3	4	5	6	
Career Success (Weighted)	.19	.12	.11	.015	.034	.0002	.093	1.586

---

\*p<.05  
\*\*p<.01

Code

1. Age
2. Marital status
3. Number of children
4. Level of formal education
5. Training in management
6. Number of management workshops/seminars

In summary, only one of the three hypothesized relationships between career success and selected personal variables was supported by the data. Therefore, in response to Research Question One concerning the relative influence of selected personal variables on the career success of black women in social work administration, the data confirmed that black female social work administrators who have a greater degree of achievement motivation have a higher level of career success.

## Situational Variables and Career Success

The remaining three null hypotheses were concerned with the correlation of selected situational variables and the career success of black women in social work administration.

### Job Involvement and Career Success

4H<sub>0</sub>: There will be no statistically significant correlation between career success and job involvement among black female social work administrators. H<sub>4</sub>: There will be a statistically significant correlation between the career success of black female social work administrators and their job involvement.

The results of the statistical analysis employing Pearson's  $r$  in testing hypothesis four are presented in Table 12. As shown in Table 12, the results of the analysis of data relative to hypothesis four concerning the relationship between career success and job involvement indicated that there was a highly significant degree of association beyond the .01 level of significance.

Given the above noted finding, the research hypothesis was accepted: There was a statistically significant correlation between the level of career success of black women in social work administrators and their job involvement. Although the relationship was highly significant, however, the predictive power, as indicated by the coefficient of determination ( $r^2=.026$ ), was small and, thus, of little value.

TABLE 12  
CORRELATION BETWEEN JOB INVOLVEMENT  
AND CAREER SUCCESS

Variables	N	Mean	SD	<u>r</u>	<u>r<sup>2</sup></u>
Career Success (Weighted)	270	9.70	2.84		
				.16**	.026
Job Involvement	270	27.36	6.96		

\*p<.05

\*\*p<.01

Code

Decision rule (alpha) = .05, two-tailed test

Actual r = .16, p<.005

Therefore reject 4H<sub>0</sub>; significant beyond p<.01

Support for Career Advancement and Career Success

5H<sub>0</sub>: There will be no statistically significant correlation between career success and support for career advancement from work associates among black female social work administrators. H<sub>5</sub>: There will be a statistically significant correlation between the career success of black female social work administrators and their support for career advancement from work associates.

The results of the statistical analysis employing Pearson's r in testing hypothesis five are presented in Table 13. As Table 13 shows, the results of the data related to hypothesis five concerning the relationship between career success and support for advancement indicated that there was not a significant association between the variables. Thus, the null hypothesis was accepted: There was no statistically



significant correlation between career success and support for career advancement from work associates among black female social work administrators.

TABLE 13  
CORRELATION BETWEEN SUPPORT FOR ADVANCEMENT  
AND CAREER SUCCESS

Variables	N	Mean	SD	<u>r</u>	<u>r<sup>2</sup></u>
Career Success (Weighted)	270	9.70	2.84		
				.076	.006
Support for Advancement	270	76.31	24.15		

-----  
\*p<.05

\*\*p<.01

Code

Decision rule (alpha) = .05, two-tailed test  
Actual r = .076 N.S.  
Therefore accept 5H<sub>0</sub>

Work History Characteristics and Career Success

6H<sub>0</sub>: There will be no statistically significant correlation between career success and work history characteristics of (1) number of social welfare organizations in which employed since graduating from college, (2) number of upward career moves among last five positions, (3) number of career interruptions, (4) level of first administrative position in social welfare, and (5) length of employment with current organization among black female social work administrators. H<sub>6</sub>: There will be a statistically significant correlation between the career success of black female social work administrators and their work history characteristics of (1) number of professional positions held, (2) number of perceived upward career moves among last five positions, (3) number of career interruptions, (4) level of first administrative position in social welfare, and (5) length of employment with current organization.

The results of the statistical analysis employing multiple regression in testing hypothesis six are presented in Table 14.

TABLE 14  
MULTIVARIATE ANALYSIS OF CAREER SUCCESS  
AND SELECTED WORK HISTORY VARIABLES

Criterion Variable	Multiple Correlation (R)	<u>Beta Weights for Predictors</u>					<u>F</u>
		1	2	3	4	5	
Career Success (Weighted)	.38	.18	.21	-.06	.22	-.09	8.553**

\*p<.05

\*p<.01

Code

1. Number of agencies in which employed
2. Number of upward career moves
3. Number of career interruptions
4. Management level of first administrative position
5. Number of years employed in current organization

As noted in Table 14, the results of the multivariate analysis between career success (criterion variable) and selected work history predictor variables indicated that the resulting multiple correlation coefficient ( $R=.38$ ) was significant at the .0001 level of significance. Hence, the research hypothesis was accepted: There was a statistically significant correlation between the career success of black female social work administrators and their work history

characteristics of number of agencies in which employed, number of perceived upward career moves among last five positions, number of career interruptions, level of first administrative position in a social welfare agency, and length of employment with current organization. In the analysis, three correlates of moderate size were significant and made the greatest contribution to the relationship. These were, listed in the order of their contribution, management level of first administrative position, number of upward career moves, and number of agencies in which employed.

In summary, two of the three hypothesized relationships between career success and selected situational variables were supported by these data. Hence, in response to Research Question Two concerning the relative influence of selected situational variables on the career success of black women in social work administration, the data confirmed that black female social work administrators are more successful when they have a greater degree of job involvement and certain work history characteristics, specifically a higher rank in the first administrative position, more upward career moves, and employment in a number of agencies.

#### Personal and Situational Variables and Career Success

To examine the aggregate and unique effects of all of the study's predictor variables (the personal variables of achievement motivation, career aspirations and six demographic

characteristics and the situational variables of job involvement, support for career advancement and five work history characteristics) on career success, a stepwise multiple regression analysis was conducted. Results are shown in Table 15.

As shown in the Table 15, results of the multivariate analysis between career success and the 15 predictors indicated that the resulting multiple correlation coefficient ( $R=.49$ ) was significant at the .00001 level of significance. In the analysis, six correlates of small to relatively moderate size were significant and contributed most to the relationship. Management level of first administrative position and number of upward career moves, respectively, made the greatest contribution, followed by number of years employed in current organization. Achievement motivation, age and number of agencies in which employed made equal contributions. Thus, when the combined effect of the predictors was examined, situational variables appeared to have more influence on career success.

TABLE 15  
MULTIVARIATE ANALYSIS OF CAREER SUCCESS  
AND PERSONAL AND SITUATIONAL VARIABLES

Criterion Variable	Multiple Correlation (R)								F
Career Success (Weighted)	.49								4.805**
<u>Beta Weights for Personal Predictor Variables</u>									
	1	2	3	4	5	6	7	8	
	.15	.056	.15	.084	.085	.0003	.0006	.11	
<u>Beta Weights for Situational Predictor Variables</u>									
	9	10	11	12	13	14	15		
	.098	.017	.15	.17	-.11	.21	-.16		

\*p<.05

\*\*p<.01

Code

1. Achievement motivation
2. Career Aspirations
3. Age
4. Marital status
5. Number of children
6. Level of formal education
7. Training in management
8. Number of management workshops/seminars
9. Job involvement
10. Support for career advancement
11. Number of agencies in which employed
12. Number of upward career moves
13. Number of career interruptions
14. Management level of first administrative position
15. Number of years employed in current organization

### Composite Profile: The Highly Successful Black Female Social Work Administrator

This section contains a composite profile of the black woman in social work administration who has been the most successful in advancing in her career. The profile is based on a descriptive analysis of the demographic and work history data provided by the 28 women in the sample who obtained scores in the upper 10th percentile on the career success measures. The profile is presented as a narrative portrait of the woman who typifies the common personal and career history characteristics of these 28 black female administrators.

#### Personal Characteristics

When the study was conducted, the black female in social work administration who had attained a very high level of career success was 50.7 years of age, lived in the Central region of the country, and earned a salary of more than \$40,000 a year. Although she married, this woman was either living with her spouse or separated/divorced. She had two adult children: one child was 18 to 24 years of age and the other one was 25 years of age or older.

When in college, she majored in a social science. She was equally as likely to select sociology, psychology or social work as her field of undergraduate study. She had earned a master's degree in social work. Although casework was chosen as the area of concentration in her graduate program, she had

had extensive training in management. In addition to credit courses in management, she had attended more than 20 management workshops and seminars

### Career Characteristics

#### Current Position

This highly successful woman was the Executive Director of a private, non-profit social service agency. Her position was considered upper level management in the organization. As the chief administrator, she was the top person in the agency's management reporting structure. She was responsible for an annual agency budget of more than \$4,000,000.

Approximately 30-40% of her time each week was spent engaged in program planning, development, evaluation and management activities. Budgeting and fiscal management occupied about 15-20% of her time. She spent another 10-15% of her time working with the agency board or advisory committee. The remainder of her schedule was filled with a variety of activities, which included consultation, agency coordination and liaison, providing services to and/on behalf of clients, training or providing supervision to staff, and marketing and public relations. In the last five years, she had made more than 15 job-related presentations at professional conferences and meetings

The agency where she worked was located in an urban or metropolitan area and had less than 100 employees. This agency

delivered a range of services: mental health, health/medical care, alcohol and drug rehabilitation, public welfare, school services, crisis intervention, services to prevent teenage pregnancy, and neighborhood/community development. The agency provided services to the aged, victims of domestic violence and sexual assault, the chronically unemployed and homeless, and the developmentally disabled. However, the major client groups served by the agency were children and their families.

She had been employed by the agency for ten years or less, and had worked in her current position for about seven years. As would be expected, in her role as director of the agency she viewed herself as having a great deal of influence and authority in defining and accomplishing the organization's overall mission and goals. She was very satisfied with her current job.

Although there were a number of reasons why she accepted her current position, her primary motives were that the job appeared to offer greater challenge, greater responsibility, and an opportunity to have more autonomy. Her career aspirations at the time of the study were to get to the top or maintain a high position in her profession. This goal, however, was conditioned by her desire to be seen as an outstanding human service professional, especially an administrator who had the knowledge and skills required to provide effective and efficient services that meet the needs of clients and the community.



### Earlier Positions

This highly successful woman has had an uninterrupted career. She had never stopped working for one year or more to earn an advanced degree or because of family responsibilities. After obtaining her first job when she graduated from college, her career aspirations were generally to get a good position and make a living.

During her career, she had been employed by seven or more social service agencies. Her career can be best characterized as upwardly mobile. In her opinion, three of her five most recent professional positions were upward career moves.

Early in her career, she worked in direct service and supervisory positions before accepting her first administrative post. Once an administrator, her career aspirations included the desire to advance to higher positions in the management hierarchy. In her first management position, she was director or supervisor of a department, service program or unit in the agency. This job was considered a middle management position in the agency. Her major reason for accepting or seeking the first management position was to experience greater challenge. She was also attracted to the position because of its potential for both greater responsibility and more autonomy/influence in the agency. Almost as important in her decision to become an administrator was the fact that she could earn a higher salary.

### Career Advancement Factors

This highly successful woman was very satisfied with the way her career had progressed to date. Her contributions to the social work profession and expertise as an administrator had been recognized and acknowledged by both her superiors and peers. During her career, she had been the recipient of a number of professional and job-related awards. Most of these have been service awards or commendations. However, she had also been honored as the Social Worker/Employee of the Year and had frequently been assigned to work on special projects and boards.

This woman believed that being both black and female had generally had a somewhat negative impact on her job and promotional opportunities. Nevertheless, she indicated that her race and gender had not been major barriers to her career advancement.

When asked to identify the three factors that had been essential to her career advancement, she listed, in order of importance, her demonstrated job skills and abilities, her self-confidence and self-esteem, and her willingness to take risks and to be innovative. She believed that her education and training had been very important to her career advancement. A supportive partner, family or friends and the use of available opportunities to advance had been somewhat important in her career success. Women's organizations and networks had been unimportant in her career advancement.

## Discussion

### Research Question One

The results of the statistical analysis indicated that one of the personal variables, achievement motivation, was correlated with career success. This finding was consistent with previous studies that reported an association between achievement motivation and upward career mobility (O'Leary, 1974; Katz and Kahn, 1966; Yohamlem, 1979).

The failure of the data to support hypothesized relationships between the other personal predictors and career success may have occurred because the measures developed by the researcher for career aspirations and selected demographic characteristics did not adequately assess these variables.

### Research Question Two

The results of hypotheses testing related to the second question confirmed correlations between job involvement, selected work history characteristics, and career success. The findings were supported by the literature concerning the impact of these situational variables on career outcomes (Kanungo, 1982; Lodahl and Kejner, 1965; Yohamlem, 1979).

The lack of association between support for career advancement and career success in the sample can possibly be attributed to the fact that the support measure was normed on women managers in a corporation. In a competitive business

environment, supportive work associates who perform sponsorship and/or mentoring functions may be required if one is to succeed. Given the emphasis in social service agencies on the use of supervision, supportive interactions with other workers may be the rule, rather than the exception.

### Research Question Three

Fenn (1980) suggested in Making It in Management that the "prescription" for success in a career appears to be competence, confidence and credibility. The black woman described in the composite profile seemed to have these attributes. Her continuous employment history, solid academic credentials, and management training had apparently supported her pursuit of career options that led to occupational achievement.

Starting in a middle management position, which probably allowed her to acquire the exposure and experiences required to advance, this woman continued to be upwardly mobile. This was evidenced by her perception that three of her last five positions were upward career moves. Since she did not build her career in one agency, this woman had apparently sought employment in several agencies where opportunities for advancement existed. In the process, she managed to somehow balance career demands and family life.

Her career aspirations appeared to have shifted over time as she realized more of the benefits that resulted from

advancing her career. While she acknowledged that her sex and race had had a somewhat negative effect on her career, she did not view them as having been major barriers to her advancement.

The composite profile of the successful black female administrator developed from data in this study appears to be fairly consistent with another description found in the limited research which has been conducted on women in human service professions. Calkin (1982), in her study of critical factors affecting women's advancement in social work, interviewed 25 prominent female social work administrators who held upper and middle level management positions. Using these data, Calkin compiled a profile of the typical female administrator in her sample.

While the women administrators in the Calkin study were predominantly white, their personal and career characteristics were similar to those of the black female administrator just discussed with some exceptions. The typical administrator in Calkin's study was younger (between 31-40 years of age), worked primarily in the public sector, had remained in one agency or system during most of her career, and did not have children.

While it may be assumed that most women pay a price to advance in a profession, differences in the profile developed by Calkin and the one presented in this study may suggest that minority women advance later in their careers, do so in a different work setting, and do not pay as much of a price relative to family life for their career success.

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter contains a recapitulation of the study followed by conclusions, implications and recommendations. The chapter has four sections. Section one summarizes the study's purposes and methodology employed. Section two presents major findings. In the third section, implications of the findings are discussed. Section four presents recommendations for future research.

#### Purpose of Study and Methodology

The purpose of this study was two-fold: (1) to examine the relative influence of selected personal and situational variables on the career success of black women in social work administration, and (2) to develop a composite profile of black female social work administrators, notably women who had been the most successful in advancing in their careers.

Career success was defined as the attainment of a position at the upper levels of the management hierarchy that involves key administrative roles and responsibilities, and results in greater organizational rewards, job satisfaction, and the realization of vertical career aspirations for the employee. In the study, each respondent's career success was determined by computing her composite score on the eight measures noted below:

- (1) degree of satisfaction with career advancement;
- (2) degree of satisfaction with current job;
- (3) status of current administrative position, as indicated by:
  - a) position title,
  - b) budget responsibility,
  - c) size of employing organization,
  - d) management rank, and
  - e) position in the management hierarchy;
- (4) salary level.

The study answered the following questions:

1. Is there a relationship between achievement motivation, career aspirations, and selected demographic variables and the career success of black female social work administrators?
2. Is there a relationship between job involvement, support for career advancement from work associates, and selected work history variables and the career success of black female social work administrators?
3. What is the composite profile of black female social work administrators, most notably black women who have attained a high level of career success?

The study was significant because it adds to the body of knowledge on black female administrators in social welfare organizations, specifically an understanding of the factors that contribute to their career success.

In addition, findings from this investigation suggest personal, educational and organizational strategies that could be used to increase the career success of black and other minority women who are or become social work administrators.

In addressing the study's purposes and research questions, the following assumptions were made:

1. A variety of complex and interconnected personal and situational variables may influence the career success of black women and women in general in social work.
2. Variables associated with the career success of black women in social work are similar to those variables which influence the career success of other women in social work and women in other professions.
3. That more women, including black women, would move into administrative positions in social work and obtain higher level positions in social work administration if the variables influencing their career success were known.

A review of the empirical and theoretical literature was conducted to identify variables appropriate for this study. The literature review indicated that a range of personal and situational variables are associated with the career success of female administrators and managers. Those variables cited most often in the literature were selected for examination in this study.

The theoretical framework that undergirded the study included two theories consistent with an ecological view of occupational achievement: status attainment theory and human capital theory. These theories, within an ecological context,



served as the basis for examining the influence of seven personal variables (achievement motivation, career aspirations and five demographic characteristics) and eight situational variables (job involvement, support for career advancement from work associates, and six work history characteristics) on the career success of black female social work administrators.

The limitations noted below restrict generalizations that can be made from the study's findings:

1. Since the study sample was selected from the membership list of black women managers who belonged to a professional social work association, generalizations concerning the findings are limited to similar groups and to the extent to which the sample is representative of black female social work administrators.
2. A small number of administrative positions were held by black women within the field of social work, thus limiting the potential size of the study sample.
3. Data were self-reported, and the validity and reliability of the information were dependent upon the respondents' ability to accurately and honestly recall and report events and perceptions.

In the study, a descriptive-correlational research design was used. The methodology involved administering a mailed questionnaire, developed by the researcher, to all black female administrators who were members of the National Association of Social Workers, Inc. (NASW) and met the requirements for inclusion in the study. A total of 425 questionnaires were mailed and 286 were returned, representing a response rate of 67%. Of the questionnaires returned, 271 were useable (63%).

The questionnaire had been previously tested on a group of administrators who were representative of the target population but were not members of NASW. The questionnaire was also reviewed by faculty from the Clark Atlanta University Center. Relevant suggestions for revisions from both administrators and faculty were incorporated into the final instrument.

Descriptive analyses of demographic and work history data were conducted to develop profiles of the total study sample and an elite group of black female social work administrators who had been the most successful in advancing in their careers. Six null hypotheses, with accompanying research hypotheses, were tested using bivariate (Pearson's  $r$ ) and multivariate (multiple regression) statistical procedures. The null hypotheses indicated that there would be no statistically significant relationships between the fifteen predictor variables and career success. The research hypotheses stated that there would be statistically significant relationships between the fifteen predictors and career success.

## Conclusions

Based on the findings from this study, the following conclusions appear to be warranted:

1. When selected personal and situational variables were correlated with career success, situational variables were more directly related at a significant level to career success than personal variables. Of the personal variables considered, there was a direct relationship at a significant level between achievement motivation and career success. Of the situational variables examined, there was a direct relationship at a significant level between job involvement and work history characteristics and career success.
2. When work history characteristics were correlated with career success, rank of first management position, number of upward career moves, and number of years employed in current organization were more directly related at a significant level to career success than other work history characteristics. Of the work history characteristics considered, rank of first management position was the best predictor of career success. There was an inverse relationship at a significant level between the work history characteristic of number of years employed in current organization and career success.
3. The typical black female social work administrator was 44-45 years old, earned at least \$30,000 a year, was married, and lived with her spouse and 2-3 children. She had a master's degree in social work with a casework concentration.
4. The most successful black woman was at least 50 years old and had married, but was either living with her spouse or separated/divorced. She was the mother of two children. She had a master's degree in social work, with a casework concentration, and earned more than \$40,000 a year.
5. When compared with other members of the sample, the most successful women tended to work in smaller, private non-profit agencies, had been employed by their current organizations longer, and were more satisfied with their present jobs and their career progress.

## Implications

Implications that can be drawn from the conclusions include the following:

1. The black female social work administrator who wishes to advance may need to avoid building her career in one agency, especially when the agency offers limited opportunities for upward career moves. She might wish to consider, as part of her career planning, seeking positions in smaller, private (non-profit) agencies. Given the apparent importance of the rank of the first management position, she should consider seeking her initial position at the highest possible rank.
2. A successful career in administration and a family life might not be mutually exclusive goals for black female social work managers. Women in the study who had attained a high level of career success had married and were parents.
3. A concentration in direct services does not appear to be a barrier to career advancement for black female social work administrators. The majority of those women who had been the most successful in advancing in their careers had casework concentrations in graduate school.
4. All of the highly successful women in this study had received management training. Given an anticipated decrease in the number of social work programs offering courses in administration (Patti et al., 1978), schools of social work may need to develop more continuing education programs to meet the needs of the aspiring black female social work administrator who has a casework background.
5. In addition to academic advisement, schools of social work might need to offer career counseling to black female students who have an interest in and potential for careers in administration. This counseling could include information on situational strategies that increase opportunities for career advancement.
6. When making decisions about promotion, social welfare organizations may wish to give more consideration to the work history characteristics of employees.

### Recommendations

Based on the implications of this study, it is recommended that:

1. Future research should build on the present study's attempt to develop a career success measure that adequately taps the multidimensional nature of this construct.
2. Studies should be conducted on majority and other minority female administrators and managers in social welfare organizations to determine the predictive validity of measures used in this investigation.
3. A comparative study of black women and men in social work administration should be conducted to determine whether there are similarities and differences in the variables influencing their career success.
4. Given this study's finding that women who had been the most successful in advancing in their careers tended to work in smaller, private non-profit agencies, studies should be conducted to identify the distinguishing features of such organizations that may influence career success.

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## **APPENDICES**

## **APPENDIX A**

**Exhibit 1: Classification and Ranking of Position Titles**

**Exhibit 2: Location of Respondents by States**

## EXHIBIT 1

## CLASSIFICATION AND RANKING OF POSITION TITLES

Rankings (Codes)	Frequency
<u>Coded 10</u>	36
Executive Director President Deputy Director Division Director/Administrator Chief Administrator/Officer	
<u>Coded 9</u>	21
Associate (Executive) Director Assistant (Executive) Director	
<u>Coded 8</u>	6
Facility Director/Administrator Center Director/Administrator	
<u>Coded 7</u>	133
Director, Head, Chief or Officer of Agency Department/Service Program/Service Unit	
<u>Coded 6</u>	18
Assistant or Associate Director, Administrator of Department/ Service Program/Service Unit Special Assistant to Director	
<u>Coded 5</u>	41
Coordinator or Manager of Department/ Service Program/Service Unit	

(Continued)

EXHIBIT 1  
 CLASSIFICATION AND RANKING OF POSITION TITLES  
 (Continued)

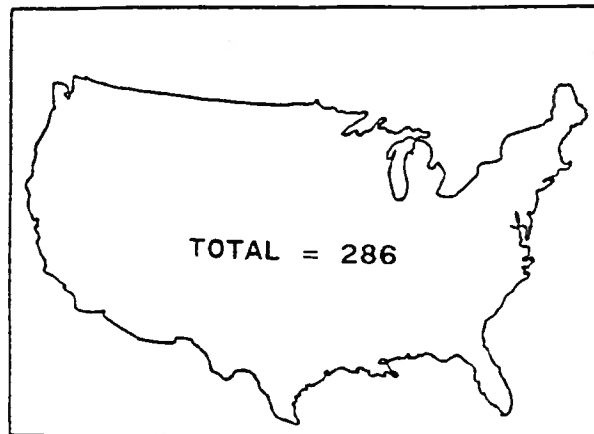
Rankings (Codes)	Frequency
<u>Coded 4</u>	4
Program Specialist or Analyst	
-----	
<u>*Coded 3</u>	5
Supervisor of Agency Program, Staff or Service Unit Functions	
-----	
<u>*Coded 2</u>	3
Agency, Program, Unit Liaison Unit Team Leader Senior Social Worker	
-----	
<u>*Coded 1</u>	4
Counselor Caseworker Service Provider Social Worker	

\*Note: Although the job titles in these categories are not usually considered management positions, the job titles were classified but assigned low rankings. These twelve respondents indicated that their jobs were considered management positions in their organizations, and they reported spending from 17 to 29% of their time performing administrative duties.

## EXHIBIT 2

LOCATION OF RESPONDENTS BY STATES

---



## NORTHEAST = 127 (7 states)

Connecticut = 3	New Jersey = 11
Delaware = 1	New York = 51
Massachusetts = 5	Pennsylvania = 17
Maryland = 39	

## SOUTHEAST = 47 (11 states)

Alabama = 3	North Carolina = 3
Arkansas = 1	South Carolina = 4
Florida = 7	Tennessee = 4
Georgia = 12	Virginia = 6
Kentucky = 1	West Virginia = 1
Louisiana = 5	

## CENTRAL = 71 (9 states)

Illinois = 21	Michigan = 22	Oklahoma = 2
Indiana = 6	Minnesota = 2	Texas = 4
Kansas = 1	Ohio = 11	Wisconsin = 2

## WEST = 41 (5 states)

Arizona = 2	Nebraska = 1
California = 29	Washington = 4
Missouri = 5	

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## **APPENDIX B**

### **Career Experience Questionnaire**

## CAREER EXPERIENCE QUESTIONNAIRE

### INSTRUCTIONS:

Please answer all of the questions that follow. Provide a response for each question even if you are not sure about the "right" answer; the only "right" answer to a question is your opinion. Questions should be answered in the order presented. Only skip a question when directed to do so. When responding to questions, please do not write your name anywhere on the questionnaire in order to maintain complete confidentiality.

There are several different ways to answer questions. The response to most questions is made by circling the number of the one answer you select. For a few of the questions, a number should be circled for more than one column or item in the question. You will also be asked to indicate your answers by placing a check mark (✓) on a blank or by writing your response in the space provided.

Please return the questionnaire and consent form in the addressed and stamped envelope that has been provided.

THANKS... YOUR ASSISTANCE IS GREATLY APPRECIATED!

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CONFIDENTIAL

Code# \_\_\_\_\_

## CAREER PROFILE: Current Position

Q-1. What is your current position?

Job Title: \_\_\_\_\_

Q-2. In your organization/agency, your current position is considered:  
(Check only one.)

- ☐ a. Upper level management/administration
- ☐ b. Upper middle management
- ☐ c. Middle management
- ☐ d. Lower middle management
- ☐ e. Lower/entry level management
- ☐ f. Non-management

Q-3. Which classification below best describes your organization/agency?  
(Check only one and, where applicable, fill in blank.)

- |   |   |
|---|---|
| <input type="checkbox"/> a. Private, non-profit social service organization | <input type="checkbox"/> c. Public (government) social service organization             |
| <input type="checkbox"/> b. Private, for profit social service organization | <input type="checkbox"/> d. Other (e.g., corporation, school), please specify:<br>_____ |

Q-4. What major client/patient services are provided by your organization?  
(Please check all that apply.)

- |   |  |
|---|--|
| <input type="checkbox"/> a. Aging                       | <input type="checkbox"/> h. Neighborhood/Community Development                       |
| <input type="checkbox"/> b. Alcohol/Drug Rehabilitation | <input type="checkbox"/> i. Public Welfare   |
| <input type="checkbox"/> c. Child Welfare               | <input type="checkbox"/> j. School Social Work                                       |
| <input type="checkbox"/> d. EAP (Occupational)          | <input type="checkbox"/> k. Services for Developmentally Disabled/Mental Retardation |
| <input type="checkbox"/> e. Family Services             | <input type="checkbox"/> l. Other(s), please specify:<br>_____                       |
| <input type="checkbox"/> f. Health/Medical Care         |  |
| <input type="checkbox"/> g. Mental Health               |  |

Q-5. Your organization/agency is located in a(n): (Check only one.)

- ☐ a. Urban or metropolitan area
- ☐ b. Rural area or small town

Q-6. Approximate number of staff employed by your organization: (Check only one.)

- ☐ a. Less than 100 employees  
☐ b. 100-500 employees  
☐ c. More than 500 employees

Q-7. Number of persons who are above you in the direct line (management reporting structure) that links you to the executive director or top person in your organization: (Check only one.)

- ☐ a. None      ☐ c. Two  
☐ b. One      ☐ d. Three or more

Q-8. How long have you worked in your current organization? (Check only one.)

- ☐ a. Less than one year      ☐ e. 11 to 15 years  
☐ b. 1 to 3 years      ☐ f. 16 to 20 years  
☐ c. 4 to 6 years      ☐ g. 20 to 25 years  
☐ d. 7 to 10 years      ☐ h. More than 25 years

Q-9. Your major reason(s) for seeking/accepting your current position: (Check all that apply.)

- ☐ a. Greater challenge      ☐ e. More status/prestige  
☐ b. More enjoyment/interest      ☐ f. A higher salary  
☐ c. More authority/influence      ☐ g. More autonomy/freedom  
☐ d. Greater responsibility      ☐ h. Other, specify:
- 

Q-10. Approximate size of budget for which you are responsible in current position: (Check only one.)

- ☐ a. No budget responsibility      ☐ e. \$1,001,000-\$2,000,000  
☐ b. Less than \$250,000      ☐ f. \$2,001,000-\$3,000,000  
☐ c. \$250,000-\$500,000      ☐ g. \$3,001,000-\$4,000,000  
☐ d. \$501,000-\$1,000,000      ☐ h. More than \$4,000,000

Q-11. Your current salary before taxes or deductions: (Check only one.)

- ☐ a. Below \$19,999      ☐ d. \$30,000-\$34,999  
☐ b. \$20,000-\$24,999      ☐ e. \$35,000-\$39,999  
☐ c. \$25,000-\$29,999      ☐ f. Over \$40,000

Q-12. Note approximate percentage of time you spend in your current job performing each of the activities below: (Total should equal 100%.)

<u>Activity</u>	<u>Percentage of Time Spent in Each Activity</u>
a. Program planning, development, evaluation and management.....	_____
b. Budgeting/fiscal management.....	_____
c. Interagency coordination and/or community liaison.....	_____
d. Working with a Board of Directors/ Advisory Committee.....	_____
e. Supervising and/or training staff.....	_____
f. Providing services to and/or on behalf of clients.....	_____
g. Other, specify:_____	_____
TOTAL: 100%	

Q-13. Approximate number of job-related presentations you have made in last five (5) years at professional conferences/meetings: (Check only one.)

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> a. none   | <input type="checkbox"/> d. 7 to 10      |
| <input type="checkbox"/> b. 1 to 3 | <input type="checkbox"/> e. 11 to 15     |
| <input type="checkbox"/> c. 4 to 6 | <input type="checkbox"/> f. more than 15 |

Q-14. Professional and/or job-related awards/honors you have received: (Check all that apply.)

- |   |  |
|---|--|
| <input type="checkbox"/> a. Not applicable                        | <input type="checkbox"/> d. Assignment to special<br>project/board |
| <input type="checkbox"/> b. Service award/commendation            | <input type="checkbox"/> e. Other, specify:<br>_____               |
| <input type="checkbox"/> c. Employee/Social Worker of<br>the Year |  |

Q-15. How much influence/authority do you have in defining and accomplishing your current organization's overall mission and goals? (Check only one.)

- ☐ a. Little or no influence/authority
- ☐ b. Some influence/authority
- ☐ c. A moderate amount of influence/authority
- ☐ d. Much influence/authority
- ☐ e. A great deal of influence/authority

Q-16. Overall, how satisfied would you say you are with: (Circle a number for each column.)

	1. Your CURRENT <u>position?</u>	2. How your CAREER has <u>advanced to date?</u>
a. Very satisfied.....	1 .....	1
b. Satisfied.....	2 .....	2
c. Not satisfied or dissatisfied	3 .....	3
d. Dissatisfied.....	4 .....	4
e. Very dissatisfied.....	5 .....	5

#### CAREER PROFILE: Earlier Positions

Q-17. Number of social service organizations in which you have been employed since graduating from college: (Check only one.)

- |                                  |                               |                                       |
|----------------------------------|-------------------------------|---------------------------------------|
| <input type="checkbox"/> a. none | <input type="checkbox"/> d. 3 | <input type="checkbox"/> g. 6         |
| <input type="checkbox"/> b. 1    | <input type="checkbox"/> e. 4 | <input type="checkbox"/> h. 7         |
| <input type="checkbox"/> c. 2    | <input type="checkbox"/> f. 5 | <input type="checkbox"/> i. 8 or more |

Q-18. What was your FIRST administrative position in social services? (If current position is your first, put "current" and SKIP TO Q-21 on the next page.)

Job Title: \_\_\_\_\_

Q-19. Management level of your first administrative position in social services: (Check only one.)

- ☐ a. Upper level management/administration
- ☐ b. Middle management
- ☐ c. Lower/entry level management

Q-20. Major reason(s) for seeking/accepting your FIRST administrative position: (Check all that apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> a. Greater challenge        | <input type="checkbox"/> f. A higher salary       |
| <input type="checkbox"/> b. More enjoyment/interest  | <input type="checkbox"/> g. More autonomy/freedom |
| <input type="checkbox"/> c. More authority/influence | <input type="checkbox"/> h. Other, specify:       |
| <input type="checkbox"/> d. Greater responsibility   | _____   |
| <input type="checkbox"/> e. More status/prestige     | _____   |

Q-21. Women sometimes interrupt their careers for varied periods of time. How many times since leaving college have you stopped working for one year or more for any reason? (Check only one.)

☐ a. No career interruptions (If none, SKIP TO Q-23.)

☐ b. Once    ☐ c. Twice    ☐ d. Three or more times

Q-22. Reason(s) your career was interrupted: (Check all that apply.)

☐ a. Education                      ☐ c. Marital

☐ b. Childbirth/child rearing    ☐ d. Other: \_\_\_\_\_  
(specify)

Q-23. Please provide information about your work history. FIRST, list in COLUMN 1 your five (5) most recent professional positions. (Begin with your current position and work backwards.) THEN, in COLUMNS 2 and 3, respond to questions for each position.

<u>Column 1</u>	<u>Column 2</u>	<u>Column 3</u>
Title of Position:	Number of years in position?	In your opinion, was this position an upward, lateral or downward career move? (Circle only one per position.)
Current: _____	_____	Up    Lateral    Down
_____	_____	Up    Lateral    Down
_____	_____	Up    Lateral    Down
_____	_____	Up    Lateral    Down
_____	_____	Up    Lateral    Down

#### CAREER ASPIRATIONS AND VIEWS ABOUT WORK

Q-24. Characterize your career aspirations at the different times during your life noted below: (Circle a number for each question.)

- 1 - To get to the top or hold a high position
- 2 - To get a good job and make a living/just get along
- 3 - Other (please specify)
- 4 - Unknown/unable to recall

a. When you obtained your first job after college?... 1 .. 2 .. 3 \_\_\_\_\_ .. 4

b. When you obtained your first management position in social services?..... 1 .. 2 .. 3 \_\_\_\_\_ .. 4

c. At the present time?..... 1 .. 2 .. 3 \_\_\_\_\_ .. 4

Q-25. Listed below are comments people make about their jobs. Note how you view each statement by indicating whether you:

- 1 - Strongly Agree (SA)
- 2 - Agree (A)
- 3 - Neither Agree or Disagree (N)
- 4 - Disagree (D)
- 5 - Strongly Disagree (SD)

- a. The most important things that happen to me  
involve my present job..... 1 2 3 4 5
- b. To me, my job is only a small part of who I am..... 1 2 3 4 5
- c. I am very much personally involved in my job..... 1 2 3 4 5
- d. I live, eat and breathe my job..... 1 2 3 4 5
- e. Most of my interests are centered around my job.... 1 2 3 4 5
- f. I have very strong ties with my present  
job that would be very difficult to break..... 1 2 3 4 5
- g. Usually I feel detached from my job..... 1 2 3 4 5
- h. Most of my personal goals are job oriented..... 1 2 3 4 5
- i. I consider my job to be very central to  
my existence..... 1 2 3 4 5
- j. I like to be absorbed in my job most of the time... 1 2 3 4 5

Q-26. Listed below are comments people make about how they perform their jobs. Using the scale, circle a number for each statement to note how often you do what is described on your job.

0	1	2	3	4	5	6
Never	Almost Never	Seldom	Sometimes	Usually	Almost Always	Always

- a. I do my best work when my job  
assignments are fairly difficult..... 0 1 2 3 4 5 6
- b. I try very hard to improve on my  
past performance at work..... 0 1 2 3 4 5 6
- c. I take moderate risks and stick my  
neck out to get ahead at work..... 0 1 2 3 4 5 6
- d. I try to avoid any added responsibilities  
on my job..... 0 1 2 3 4 5 6
- e. I try to perform better than my co-workers..... 0 1 2 3 4 5 6

## INFLUENCE OF WORK ASSOCIATES DURING CAREER

Q-27. **DIRECTIONS:** The questions that follow ask you to examine how others in your work settings have influenced you and your career. Using the scale, circle a number for each question to indicate how frequently you believe that someone on your jobs HAS DONE what is asked. The term "someone" can refer to ONE person or to SEVERAL different people (i.e, peers, subordinates, supervisors, and superiors) with whom you have worked during your career.

0	1	2	3	4	5
Never	Rarely	Sometimes	Often	Nearly All the Time	Always

## DURING YOUR CAREER, HOW OFTEN ON YOUR JOBS HAVE YOU HAD SOMEONE (who):

1. explains how to efficiently get things done? ..... 0 1 2 3 4 5
2. arranges opportunities for you to know personally those in upper management? ..... 0 1 2 3 4 5
3. is willing to listen to you? ..... 0 1 2 3 4 5
4. explains the "political" aspects of your position? 0 1 2 3 4 5
5. (whose) association with you affords you organizational clout? ..... 0 1 2 3 4 5
6. informs you of agency policies and decisions which may affect you? ..... 0 1 2 3 4 5
7. (on whom) you can depend? ..... 0 1 2 3 4 5
8. informs you of key but unstated aspects of your job? 0 1 2 3 4 5
9. is fair in his/her assessment of you? ..... 0 1 2 3 4 5
10. sees to it that you have a wide variety of challenging assignments? ..... 0 1 2 3 4 5
11. (whom) you can trust and who trusts you? ..... 0 1 2 3 4 5
12. informs you of potentially negative situations which may adversely affect you? ..... 0 1 2 3 4 5
13. helps to maximize your exposure within the agency? 0 1 2 3 4 5
14. gives you helpful information about your co-workers? 0 1 2 3 4 5
15. informs you of the "unwritten" laws of your work environment? ..... 0 1 2 3 4 5
16. has faith in your abilities?..... 0 1 2 3 4 5

(Q-27 continued on next page)

0	1	2	3	4	5
Never	Rarely	Sometimes	Often	Nearly All the Time	Always

**DURING YOUR CAREER, HOW OFTEN ON YOUR JOBS HAVE YOU HAD SOMEONE (who):**

17. informs you of potential resources? ..... 0 1 2 3 4 5
18. strategizes with you on how to use the system to  
your advantage? ..... 0 1 2 3 4 5
19. is concerned that you reach your goals? ..... 0 1 2 3 4 5
20. arranges for you to represent him/her in meetings  
with upper level management? ..... 0 1 2 3 4 5
21. sees to it that you are known to upper management  
as someone who can produce results? ..... 0 1 2 3 4 5
22. (with whom) there is mutual sharing? ..... 0 1 2 3 4 5
23. uses his/her influence to further your career? ..... 0 1 2 3 4 5
24. arranges the opportunity for you to demonstrate  
your skills to upper management? ..... 0 1 2 3 4 5
25. (to whom) you can go for advice? ..... 0 1 2 3 4 5
26. sees to it that you have special assignments of  
high priority to the organization? ..... 0 1 2 3 4 5
27. encourages opportunities for you to grow? ..... 0 1 2 3 4 5

**FACTORS AFFECTING CAREER ADVANCEMENT**

- Q-28. Some women indicate that being black and female has had a negative impact on their career success. Other women report just the opposite, that being black and female has had advantages in terms of job and promotional opportunities. Based on your own experiences, what has been the effect on your career advancement: (Circle a number in each column.)

	1. <u>Of Your Race?</u>	2. <u>Of Your Sex?</u>
a. Very negative.....	1	1
b. Somewhat negative.....	2	2
c. No effect.....	3	3
d. Somewhat positive.....	4	4
e. Very positive.....	5	5



Q-29. To what extent have the following been important factors in your career advancement? (Circle a number on the scale for each item.)

	<u>Very Unimportant</u>			<u>Very Important</u>	
1. Demonstrated job skills/ability....	1	2	3	4	5
2. Self-confidence/self-esteem.....	1	2	3	4	5
3. Formal education/training.....	1	2	3	4	5
4. Hard work/dedication/commitment....	1	2	3	4	5
5. High ambition/drive/motivation.....	1	2	3	4	5
6. Planning career/having goals.....	1	2	3	4	5
7. Supportive partner/family/friends..	1	2	3	4	5
8. Supportive work associates.....	1	2	3	4	5
9. Assistance of mentor/sponsor.....	1	2	3	4	5
10. Women's organizations/networks.....	1	2	3	4	5
11. Civil rights movement.....	1	2	3	4	5
12. Affirmative action.....	1	2	3	4	5
13. Risk-taking/being innovative.....	1	2	3	4	5
14. Luck/destiny/fate.....	1	2	3	4	5
15. Using available opportunities.....	1	2	3	4	5
16. Other: _____ (specify)	1	2	3	4	5

Q-30. If in Q-29 above factors were rated as "Very Important" (as "5s"), identify in rank order those THREE which have been ESSENTIAL to your career advancement. (Select only three by number, 1-16, from list in Q-29.)

First: \_\_\_\_\_

Second: \_\_\_\_\_

Third: \_\_\_\_\_

Q-31. What have been the major barriers, if any, to your career advancement? (Check all that apply.)

- |                                    |   |   |
|------------------------------------|---|---|
| <input type="checkbox"/> a. None   | <input type="checkbox"/> d. Lack of opportunity               | <input type="checkbox"/> f. Family circumstances  |
| <input type="checkbox"/> b. Racism |   | <input type="checkbox"/> g. Other, specify: _____ |
| <input type="checkbox"/> c. Sexism | <input type="checkbox"/> e. Promotional practices of agencies |   |

## BACKGROUND INFORMATION

Q-32. Your current age: \_\_\_\_\_ years of age

Q-33. Your current marital status: (Check only one.)

- ☐ a. Never married
 ☐ c. Separated/Divorced  
☐ b. Married
 ☐ d. Widowed

Q-34. Number of children you have: \_\_\_\_\_ (If none, SKIP TO Q-36.)

Q-35. Current ages of your children: \_\_\_\_\_

Q-36. Your formal education:

- a. College degree: Major \_\_\_\_\_ Year received: 19\_\_\_\_  
 b. Master's degree: Field \_\_\_\_\_ Year received: 19\_\_\_\_

If your master's degree is in social work, please indicate area of concentration: (Check only one.)

- ☐ a. Casework
 ☐ d. Administration  
☐ b. Group work
 ☐ e. Generic/generalist practice  
☐ c. Community organization
 ☐ f. Other: \_\_\_\_\_  
 (specify)

- c. Doctorate: Major Area \_\_\_\_\_ Year received: 19 \_\_\_\_  
 d. Other: \_\_\_\_\_ Year received: 19 \_\_\_\_

Q-37. Training you have received in management: (Check all that apply.)

- ☐ a. No training in management
 ☐ c. Other, specify: \_\_\_\_\_  
☐ b. Workshops/seminars  
 (Approximate number: \_\_\_\_\_) \_\_\_\_\_

THANK YOU SO MUCH FOR COMPLETING THE QUESTIONNAIRE !!!

If you have comments or questions about the study, please use the space below.

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## **APPENDIX C**

### **Questionnaire Attachments**

1. Questionnaire Cover Letter
2. Participation Consent Form  
and  
Request for Summary of Results
3. Follow-up Postcard

## ATLANTA UNIVERSITY

## SCHOOL OF SOCIAL WORK

223 James P. Brawley Drive, S. W.

ATLANTA, GEORGIA 30314-4391

(404) 653-8548

{title} {first name} {last name}

{address}

{city/state/zip}

Dear {title} {last name}:

I am writing to ask for your participation in a study that I am conducting on Black female social work administrators. This study will be submitted as my doctoral dissertation at the Atlanta University School of Social Work.

Most studies on women in management have focused on their failure to advance. Very little data are available on factors influencing the career success of professional women in human service occupations, specifically Black female social workers. Because you are one of the few Black women who hold an administrative position, your participation in this study is extremely important. Development of a career is a unique experience, and I hope that you will share your experiences.

Please agree to take part in the study by completing the enclosed consent form. Then fill out the Career Experience Questionnaire. (The questionnaire has been designed for easy and quick response. Other administrators like yourself who have filled out the questionnaire indicate that it takes about 20 minutes to complete.) I would appreciate your returning both the consent form and questionnaire in the addressed and stamped envelope provided by

Your responses will be treated in the strictest confidence. The questionnaire is coded only to keep track of returned questionnaires. Information will be anonymously compiled and handled as grouped data to protect individual identities.

It is anticipated that the study will provide information useful in effectively supporting the development and advancement of Black women who choose social work administration as a career. Thanks for taking time from your busy schedule to make a contribution. In appreciation, a summary report of findings will be sent to you upon request; simply complete the request section of the enclosed form.

Thank you for your assistance.

Sincerely,

Cheryl E. Green, MSW, LCSW  
Doctoral CandidateEnclosures: Consent/Request Form  
Career Experience Questionnaire  
Return Envelope

NOTE: Please be assured that your responses will remain confidential.  
This page will not be processed with your questionnaire.

### PARTICIPATION CONSENT FORM

My signature below indicates that I agree to participate in this study with the understanding that:

1. The information in the study will be used to investigate factors that may influence the career success of Black women in social work administration.
2. My participation is voluntary, and I may refuse to answer any item(s) on the questionnaire or withdraw my consent to participate in the study at any time.
3. My responses on the questionnaire will be kept completely confidential. My name will not be used in analyzing or reporting the results.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Participant

\_\_\_ I do not wish to participate in the study for the following reason(s):

-----  
-----

### REQUEST FOR SUMMARY OF RESULTS

If you would like a copy of the summary report on this study, please write your mailing address in the space provided below. To maintain confidentiality, your copy will be sent to "Occupant" at the address indicated.

\_\_\_\_\_  
OCCUPANT

\_\_\_\_\_  
(Street Address) (Apt. No.)

\_\_\_\_\_  
(City) (State) (Zip)

## APPENDIX D

## POSTCARD (Follow-up)

Dear Administrator:

About two (2) weeks ago, I sent you a Career Experience Questionnaire on Black women in social work administration. If you have already returned the questionnaire, please accept my sincere thanks for your contribution.

If you have not had a chance to complete it as yet, I hope that you will do so and return it to me NO LATER THAN \_\_\_\_\_. I realize that there are many demands on your time, but your participation is very important to the results of the study. I look forward to receiving your questionnaire. Thank you.

Cheryl E. Green  
Doctoral Candidate  
School of Social Work  
Atlanta University

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## **APPENDIX D**

### **Feasibility Study**

- 1. Letter to Social Work Administrators**
- 2. Letter to Faculty**
- 3. Questionnaire Rating Form**

(SAMPLE OF LETTER TO BLACK FEMALE  
SOCIAL WORK ADMINISTRATORS)

CHERYL EVANS GREEN  
2675 Collier Drive, N.W.  
Atlanta, Georgia 30318

March 27, 1989

(Name and Title)  
(Agency/Organization)  
(Street Address)  
(City), Georgia (Zip Code)

Re: Review of Questionnaire

Dear Ms. (Name of Rater):

Thank you for agreeing to provide feedback on the questionnaire that has been developed to obtain data for my dissertation on variables influencing the career success of Black women in social work administration. (An abstract of the proposed study has been enclosed for your reference.)

In reviewing the instrument, you are asked first to complete the entire questionnaire. Next, fill out the questionnaire rating sheet. (When providing comments on the rating sheet, please feel free to offer any suggestions about changes in format, content, vocabulary, directions and/or other areas that you believe will improve the questionnaire.) I would appreciate your returning all materials in the addressed and stamped envelope that has been provided no later than Friday, March 31, 1989.

Thank you in advance for your assistance. If you have questions or need additional information, please do not hesitate to phone me at my home (799-7301).

Sincerely,

Cheryl E. Green, MSW, LCSW  
Doctoral Candidate  
School of Social Work  
Atlanta University

Enclosures: 1. Abstract  
2. Career Experience Questionnaire and Cover Letter  
3. Questionnaire Rating Sheet  
4. Return Envelope



## (SAMPLE OF LETTER TO FACULTY)

CHERYL EVANS GREEN  
2675 Collier Drive, N.W.  
Atlanta, Georgia 30318

March 27, 1989

(Name of Faculty Member)  
(School)  
Atlanta University  
Atlanta, Georgia 30314-0251

Re: Review of Questionnaire

Dear Dr. or Prof. (Name of Rater):

Thank you for agreeing to provide feedback on the questionnaire that has been developed to obtain data for my dissertation on variables influencing the career success of Black women in social work administration. An abstract of the proposed study and definitions of some of the key variables have been enclosed for your reference.

After examining the questionnaire, please complete the rating sheet. When providing feedback, do not hesitate to offer any suggestions about changes in format, content, vocabulary, directions and/or other areas that you believe will improve the questionnaire.

I would appreciate your completing the review by noon on Monday, April 3, 1989 so I can pick up the materials later that day. Please return all materials in the enclosed envelope to my faculty box in the School of Social Work.

Thank you in advance for your assistance. If you have questions or need additional information, please phone me at my home (799-7301).

Sincerely,

Cheryl E. Green, MSW, LCSW  
Doctoral Candidate  
School of Social Work

Enclosures: 1. Abstract  
2. Definitions of Selected Variables/Terms  
3. Career Experience Questionnaire and Cover Letter  
4. Questionnaire Rating Sheet  
5. Return Envelope

## (ENCLOSURE - ADMINISTRATORS AND FACULTY)

**CAREER EXPERIENCE QUESTIONNAIRE**  
**RATING SHEET**

Please rate the questionnaire by responding to the statements below. Using the code provided, circle only one number for each statement to indicate whether you:

Code

- 1 - Strongly Agree
- 2 - Agree
- 3 - Are Undecided
- 4 - Disagree
- 5 - Strongly Disagree

- |    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| a. | The format used for the questionnaire (e.g., the arrangement of sections, the order in which the questions are presented, etc.) is appropriate for the population that will be studied..... | 1 | 2 | 3 | 4 | 5 |
| b. | The content in the questionnaire is appropriate for the subjects who will be studied.....   | 1 | 2 | 3 | 4 | 5 |
| c. | The items included in the questionnaire adequately sample the universe of content that could be measured in accomplishing the study's purposes.....   | 1 | 2 | 3 | 4 | 5 |
| d. | Each item in the questionnaire is clearly worded. ....  | 1 | 2 | 3 | 4 | 5 |
| e. | The instructions for the questionnaire are clearly stated.....  | 1 | 2 | 3 | 4 | 5 |
| f. | Overall, the questionnaire appears to be an acceptable instrument for accomplishing the study's purposes.....   | 1 | 2 | 3 | 4 | 5 |

## Rating Sheet (page 2)

Comments

(Note: Feel free to also write comments directly on the questionnaire when this may be useful in clarifying your reactions and/or suggestions.)

(If additional space is required, please continue on the back of the page, or use a separate sheet of paper and attach it to this form.)

---

---

Date

---

Signature of Rater

---

Position

---

Agency or Organization

## **APPENDIX E**

### **Request to Use NASW Mailing List**

CHERYL EVANS GREEN  
2675 Collier Drive, N.W.  
Atlanta, Georgia 30318

April 19, 1989

Ms. Katrina Alaman-Murray  
Labels Sales Coordinator  
National Association of Social Workers, Inc.  
7981 Eastern Avenue  
Silver Springs, Maryland 20910

Dear Ms. Murray:

Per our most recent conversation, I am writing for permission to purchase NASW membership mailing labels to mail questionnaires that will be used to collect data for my doctoral dissertation.

The dissertation examines variables influencing the career success of Black women in social work administration. For your review, please find enclosed copies of the following items:

1. A research proposal abstract that has been approved by my Dissertation Committee;
2. A final draft of the questionnaire and cover letter that will be mailed to the study sample; and,
3. A completed order form for membership labels.

Please note that the research design requires a random sample of at least 200 Black female managers/administrators in social welfare organizations who are college graduates and have either an undergraduate or master's degree in social work from a CSWE accredited program. A questionnaire return rate of 60% will be considered adequate for the study. Therefore, to select the sample and ensure an adequate response rate, mailing labels will be required for at least 400-500 NASW members who meet the stated criteria. For the initial and follow-up mailings, I will need two (2) sets of labels.

I trust that you will find the enclosed materials satisfactory, and I look forward to receiving as soon as possible a favorable response to my request. However, please do not hesitate to telephone me if additional information is required. Thank you for your continued assistance.

Sincerely,

Cheryl E. Green, MSW, LCSW  
Doctoral Candidate  
School of Social Work  
Atlanta University

Enclosures (4)

## **APPENDIX F**

### **Correspondence with Authors of Established Instruments**

CHERYL EVANS GREEN  
2675 Collier Drive, N.W.  
Atlanta, Georgia 30318  
(404) 799-7301

April 25, 1989

Dr. Ronald K. Boyer  
Department of Psychology  
Graduate School of Arts and Sciences  
University of Cincinnati  
Cincinnati, Ohio 45221

Dear Dr. Boyer:

I am a doctoral student in the School of Social Work at Clark Atlanta University in Atlanta, Georgia. My research interest is the Career Development of Women in Management. I am writing to ask your permission to use your Work Environment Inventory (WEI) as part of the questionnaire that I am developing to obtain data for my dissertation.

The dissertation topic I have chosen focuses on variables influencing the career success of Black women in social work administration. I would like to use the WEI to measure the extent to which respondents perceive that their career advancement has been supported by work associates. (An abstract of the proposed study has been enclosed for your reference.) Please be assured that you and Dr. Edwards will be fully credited as authors of the Inventory.

If you need additional information concerning my request, please contact me at the address or telephone number noted above. Since I am anxious to finalize my dissertation proposal, I would appreciate a response from you as soon as possible. I have enclosed an addressed and stamped envelope for your reply.

Thank you for your consideration of this request.

Sincerely,

Cheryl E. Green, MSW, LCSW  
Doctoral Candidate  
School of Social Work  
Clark Atlanta University

Enclosures: Abstract  
Return envelope

CHERYL EVANS GREEN  
2675 Collier Drive, N.W.  
Atlanta, Georgia 30318  
(404) 799-7301

April 25, 1989

Dr. Karen Lenore Edwards  
Department of Psychology  
Graduate School of Arts and Sciences  
University of Cincinnati  
Cincinnati, Ohio 45221

Dear Dr. Edwards:

I am a doctoral student in the School of Social Work at Clark Atlanta University in Atlanta, Georgia. My research interest is the Career Development of Women in Management. I am writing to ask your permission to use your Work Environment Inventory (WEI) as part of the questionnaire that I am developing to obtain data for my dissertation.

The dissertation topic I have chosen focuses on variables influencing the career success of Black women in social work administration. I would like to use the WEI to measure the extent to which respondents perceive that their career advancement has been supported by work associates. (An abstract of the proposed study has been enclosed for your reference.) Please be assured that you and Dr. Boyer will be fully credited as authors of the Inventory.

If you need additional information concerning my request, please contact me at the address or telephone number noted above. Since I am anxious to finalize my dissertation proposal, I would appreciate a response from you as soon as possible. I have enclosed an addressed and stamped envelope for your reply.

Thank you for your consideration of this request.

Sincerely,

Cheryl E. Green, MSW, LCSW  
Doctoral Candidate  
School of Social Work  
Clark Atlanta University

Enclosures: Abstract  
Return envelope



University of Cincinnati



McMicken College of Arts and Sciences

Department of Psychology

Dyer Hall (ML 376)  
Cincinnati, Ohio 45221-0376

May 23, 1989

Cheryl Evans Green  
2675 Collier Drive. N.W.  
Atlanta, Georgia 30318

Dear Ms. Green:

Please forgive my delay in responding to your request. I am responding for both Dr. Boyer and myself in this letter. We would be pleased if you employed the Work Environment Inventory. It has been used in several dissertation projects over the years. The results have been particularly useful in providing further documentation regarding its generalizability, validity and reliability.

We ask only that you send us the statistical results of your study, as related to the instrument. I periodically update the WEI handbook, and data such as yours is invaluable, especially to other researchers who wish to use it. If you need further information on the WEI or the handbook, please let me know. The complete instrument has been published in an edited text by Reginald Jones. "Handbook of tests and measurements for black populations" (which should be available, although I do not have a copy).

Good luck with your results, and let me know if you have all of the WEI information needed.

Sincerely,

A handwritten signature in cursive script, reading 'Karen L. Edwards'.

Karen L. Edwards, Ph.D.  
Assistant Professor  
of Psychology

CHERYL EVANS GREEN  
2675 Collier Drive, N.W.  
Atlanta, Georgia 30318  
(404) 799-7301

June 7, 1989

Dr. Donna M. Vaudrin  
Office of the Dean for Students  
Seattle University  
Seattle, Washington 98166

Dear Dr. Vaudrin:

I am a doctoral student in the School of Social Work at Clark Atlanta University in Atlanta, Georgia. I am in the process of writing my dissertation and I would greatly appreciate your assistance.

The dissertation topic I have chosen focuses on variables influencing the career success of Black women in social work administration. I plan to use a mailed questionnaire to collect data for the study. When examining the limited number of studies on the career development of women in management, I found that some of the questions that you used in your dissertation (Career Advancement Study, 1983) are appropriate for my investigation. Therefore, I am writing to secure your permission to revise and use some of your questions in my questionnaire.

I have enclosed an abstract of my proposed research for your reference and a list of the questions from your study that I would like to use. I would, of course, give you full credit for use of the questions. I would also send you a copy of the entire questionnaire when it is in final form if you desire.

If you need additional information concerning my request, please contact me at the address or telephone number noted above. Since I am anxious to finalize plans to collect data for my dissertation, I would appreciate a response from you as soon as possible. I have enclosed an addressed and stamped envelope for your reply.

Thank you for your consideration of this request.

Sincerely,

Cheryl E. Green, MSW, LCSW  
Doctoral Candidate  
School of Social Work  
Clark Atlanta University

Enclosures: Abstract  
List of questions  
Return envelope

## LIST OF QUESTIONS

1. What is your current position?

Job Title: \_\_\_\_\_

2. In your organization/agency, your current position is considered:  
(Check only one.)

- ☐ a. Upper level management/administration
- ☐ b. Upper middle management
- ☐ c. Middle management
- ☐ d. Lower middle management
- ☐ e. Lower/entry level management
- ☐ f. Non-management

3. Number of persons who are above you in the direct line (management reporting structure) that links you to the executive director or top person in your organization: (Check only one.)

- ☐ a. None      ☐ c. Two
- ☐ b. One      ☐ d. Three or more

4. Please provide information about your work history. FIRST, list in COLUMN 1 your five (5) most recent professional positions. (Begin with your current position and work backwards.) THEN, in COLUMNS 2 and 3, respond to questions for each position.

<u>Column 1</u>	<u>Column 2</u>	<u>Column 3</u>
Title of Position:	Number of years in position?	In your opinion, was this position an upward, lateral or downward career move? (Circle only one per position.)
Current: _____	_____	Up    Lateral    Down
_____	_____	Up    Lateral    Down
_____	_____	Up    Lateral    Down
_____	_____	Up    Lateral    Down
_____	_____	Up    Lateral    Down

5. To what extent have the following been important factors in your career advancement? (Circle a number on the scale for each item.)

		<u>Very</u> <u>Unimportant</u>			<u>Very</u> <u>Important</u>
1. Demonstrated job skills/ability....	1	2	3	4	5
2. Self-confidence/self-esteem.....	1	2	3	4	5
3. Formal education/training.....	1	2	3	4	5
4. Hard work/dedication/commitment....	1	2	3	4	5
5. High ambition/drive/motivation.....	1	2	3	4	5
6. Planning career/having goals.....	1	2	3	4	5
7. Supportive partner/family/friends..	1	2	3	4	5
8. Supportive work associates.....	1	2	3	4	5
9. Assistance of mentor/sponsor.....	1	2	3	4	5
10. Women's organizations/networks.....	1	2	3	4	5
11. Civil rights movement.....	1	2	3	4	5
12. Affirmative action.....	1	2	3	4	5
13. Risk-taking/being innovative.....	1	2	3	4	5
14. Luck/destiny/fate.....	1	2	3	4	5
15. Using available opportunities.....	1	2	3	4	5
16. Other: _____	1	2	3	4	5
(specify)					

6. If in question 5 above factors were rated as "Very Important" (i.e., you circled any "5s"), identify in rank order those THREE which have been ESSENTIAL to your career advancement. (Select only three by number, 1-16, from the list in question 5.)

First: \_\_\_\_\_

Second: \_\_\_\_\_

Third: \_\_\_\_\_

7. How much influence/authority do you have in defining and accomplishing your current organization's overall mission and goals? (Check only one.)

- ☐ a. Little or no influence/authority
- ☐ b. Some influence/authority
- ☐ c. A moderate amount of influence/authority
- ☐ d. Much influence/authority
- ☐ e. A great deal of influence/authority

June 23, 1989

Ms. Cheryl E. Green  
2675 Collier Drive, N.W.  
Atlanta, Georgia 30318

Dear Ms. Green:

Thank you for your letter of June 7, 1989. I am delighted to learn of your proposed research on variables influencing the career success of Black women in social work. Yours is a very interesting, timely and important study.

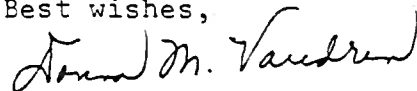
You have my permission to adapt and use selected questions from my copyrighted assessment instrument (Career Advancement Study, 1983). Thank you for crediting my work in your dissertation.

I would be very interested in receiving a copy of your entire questionnaire upon its completion. Given my continuing interest in this research area, I would also appreciate receiving a copy of your research findings. Please note that I left Seattle University in 1984 and have a new business address.

Good luck in completing this research and your degree. You have my full support.

Should you ever find yourself in Seattle, please contact me. I would enjoy meeting you and exchanging ideas with you.

Best wishes,



Donna M. Vaudrin, Ed. D.  
Vaudrin Associates

CHERYL EVANS GREEN  
2675 Collier Drive, N.W.  
Atlanta, Georgia 30318  
(404) 799-7301

June 8, 1989

Office of the Publisher  
Journal of Vocational Behavior  
Academic Press, Inc.  
111 Fifth Avenue  
New York, New York 10003

Dear Publisher:

I am a doctoral student in the School of Social Work at Clark Atlanta University in Atlanta, Georgia. I am writing to secure permission to use the Need for Achievement Subscale, a part of the Manifest Needs Questionnaire (MNQ), developed by Steers and Braunstein (1976) in the questionnaire that I am developing to obtain data for my dissertation. Steers and Braunstein's Questionnaire was published in Vol. 9 (pp. 251-266) of your journal.

The dissertation topic I have chosen focuses on variables influencing the career success of Black women in social work administration. The above referenced Subscale would be used in my study to measure the achievement motivation of respondents. (An abstract of the proposed study has been enclosed for your reference.) Please be assured that Drs. Steers and Braunstein would be fully credited as authors of the Subscale; I would also indicate that the Subscale is being used with permission of your journal.

If you need additional information concerning my request, please contact me at the address or telephone number noted above. Since I am anxious to finalize plans for collecting data for my dissertation, I would appreciate a response from you concerning this request as soon as possible.

Thank you for your consideration of this request.

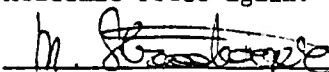
Sincerely,

Cheryl E. Green, MSW, LCSW  
Doctoral Candidate  
School of Social Work  
Clark Atlanta University

Enclosure: Abstract

June 20, 1989

PERMISSION GRANTED, provided that 1) complete credit is given to the source, including the Academic Press copyright line; 2) the material to be used has appeared in our publication without credit or acknowledgement to another source and 3) if commercial publication should result, you must contact Academic Press again.

  
\_\_\_\_\_  
Martha Strassberger  
Contracts, Rights and Permissions  
ACADEMIC PRESS, INC.  
Orlando, Florida 32887



CHERYL EVANS GREEN  
2675 Collier Drive, N.W.  
Atlanta, Georgia 30318  
(404) 799-7301

June 8, 1989

Office of the Publisher  
Journal of Applied Psychology  
American Psychological Association, Inc.  
1400 North Uhle Street  
Arlington, VA 22201

Dear Publisher:

I am a doctoral student in the School of Social Work at Clark Atlanta University in Atlanta, Georgia. I am writing to secure permission to use the Job Involvement Scale (JIS) that was developed by Rabindra N. Kanungo (1982) in the questionnaire that I am developing to obtain data for my dissertation. Dr. Kanungo's Scale was published in Vol. 67 (pp. 341-349) of your journal.

The dissertation topic I have chosen focuses on variables influencing the career success of Black women in social work administration. The above referenced Scale would be used in my study to measure the job involvement of respondents. (An abstract of the proposed study has been enclosed for your reference.) Please be assured that Dr. Kanungo would be fully credited as author of the Scale and that I would also indicate that the Scale is being used with permission of your journal.

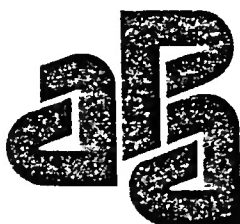
If you need additional information concerning my request, please contact me at the address or telephone number noted above. Since I am anxious to finalize plans for collecting data for my dissertation, I would appreciate a response from you concerning this request as soon as possible.

Thank you for your consideration of this request.

Sincerely,

Cheryl E. Green, MSW, LCSW  
Doctoral Candidate  
School of Social Work  
Clark Atlanta University

Enclosure: Abstract



**American  
Psychological  
Association**

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Advancing psychology as a science, a profession, and as a means of promoting human welfare

June 16, 1989

Cheryl Evans Green  
2675 Collier Drive, N.W.  
Atlanta, Georgia 30318

Dear Ms. Green:

I am writing in response to your certified letter of June 8, 1989 which I just received yesterday afternoon, regarding your request to secure permission to use the "Job Involvement Scale" developed by Dr. Kanungo.

APA grants you permission to include material published in Dr. Kanungo's article, "Measurement of Job and Work Involvement," Journal of Applied Psychology (1982), Vol. 67, No. 3, 341-349 for dissertation purposes. However, as a contingency of APA permission, we require that you also obtain permission directly from the author at the following address:

Dr. Rabindra N. Kanungo  
Faculty of Management/Samuel Bronfman Building  
McGill University  
1001 Sherbrooke Street West  
Montreal, Quebec, Canada H3A 1G5  
(Telephone #514-398-4040)

I do want to point out to you that, upon a careful review of the article in question, I did not find that the actual "Job Involvement Scale" appeared within the article -- only references to the scale and particular items cited throughout the text. Please note that APA holds copyright only to the actual material published in Journal of Applied Psychology. Because the actual questionnaire was not published in the APA journal, it is not under APA copyright. Dr. Kanungo should be able to inform you of the copyright status and any restrictions which that status may carry.

To reiterate, APA permission is granted for your use of any material published in the actual article provided you also obtain permission from Dr. Kanungo. We cannot, however, grant you permission to use the actual "Job Involvement Scale" since it does not appear within the article, and therefore, not under APA copyright.

Feel free to contact me at 703-47-7874 if I can be of further assistance. Good luck with your dissertation!

Sincerely,

Donna J. Beavers  
Copyrights & Permissions  
APA Publications

CHERYL EVANS GREEN  
2675 Collier Drive, N.W.  
Atlanta, Georgia 30318  
(404) 799-7301

June 18, 1989

Dr. Rabindra N. Kanungo  
Faculty of Management/Samuel Bronfman Building  
McGill University  
1001 Sherbrooke Street West  
Montreal, Quebec, Canada H3A 1G5

Dear Dr. Kanungo:

I am a doctoral student in the School of Social Work at Clark Atlanta University in Atlanta, Georgia. I am writing to ask your permission to use your Job Involvement Scale in the questionnaire that I am developing to obtain data for my dissertation. As described in the enclosed letter from the American Psychological Association (APA), the APA has granted me permission to use the scale contingent on your approval.

The dissertation topic I have chosen focuses on variables influencing the career success of Black women in social work administration. I would like to use your Scale to measure the extent of job involvement of respondents. (An abstract of the proposed study has been enclosed for your reference.) Please be assured that you will be fully credited as the author of the Scale.

If you need additional information concerning my request, please contact me at the address or telephone number noted above. Since I am anxious to finalize plans to collect data for my dissertation, I would appreciate a response from you concerning this request as soon as possible. I have enclosed an addressed and stamped envelope for your reply.

Thank you for your consideration of this request.

Sincerely,

Cheryl E. Green, MSW, LCSW  
Doctoral Candidate  
School of Social Work  
Clark Atlanta University

Enclosures: Copy of Letter from APA  
Abstract  
Return envelope



Faculty of Management  
Samuel Bronfman Building  
McGill University

Postal address:  
1001 Sherbrooke Street West  
Montreal, PQ, Canada H3A 1G5

Tel.: (514) 398-4000  
Fax: (514) 398-3876

July 12, 1989

Ms. Cheryl E. Green  
School of Social Work  
Clark Atlanta University  
2675 Collier Drive, N.W.  
Atlanta, Georgia 30318  
USA

Dear Ms. Green,

I am pleased to grant you permission for using my job involvement scale in your doctoral research.

Sincerely,

Dr. R. N. Kanungo  
Professor

RNK/ss